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ABSTRACT

This continuation phase of the interpretive study attempted to promote the dissemination and utilization of materials and methods which were developed in the initial phase. The purpose was to encourage the initiation and improvement of job-oriented education programs for the disadvantaged through the cooperative efforts of all segments of the community. Information prepared in the initial phase was repackaged and directed specifically to the businessmen, educators, and community agency representatives who would form the audience for a seminar on job training and education for the disadvantaged. State vocational/technical education directors participating in a workshop were assisted by project staff in sponsoring seminars in their home states. Although seminars resulted in only three states, those who participated expressed their belief that the seminar was an initial step toward achievement of the important community objective of more cooperation between industry and the schools in preparing the disadvantaged for employment. The report of information compiled in the initial phase is available as ED 027 442. (Author/BH)

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FINAL REPORT

Project No. 8-0610
Grant No. OEG-0-8-08-0610-4489 (010)

CONTINUATION OF INTERPRETIVE STUDY OF COOPERATIVE EFFORTS OF PRIVATE INDUSTRY AND THE SCHOOLS TO PROVIDE JOB-ORIENTED EDUCATION PROGRAMS FOR THE DISADVANTAGED

April 1, 1970

U. S. Department of Health,
Education and Welfare

Office of Education
Bureau of Research

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Project Directors

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April 1, 1970

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U. S. Department of Health,
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TABLE OF CONTENTS

TABLE OF CONTENTS ii
ACKNOWLEDGMENTS iv
SUMMARY 1
INTRODUCTION. 2

SECTION I. DEVELOPMENT OF MATERIALS. 5
Materials Developed. 6
Final Report. 6
Disadvantagement. 6
Specific Disadvantaged Groups 6
Job Training for the Disadvantaged. 7
A Survey: Cooperative Job-Oriented Programs 7
Industry and Schools Cooperate in 15 Different Ways 7
The Disadvantaged and Jobs. 8
Seminar Planning Handbook and Other Related Materials . . . 8
Distribution of Materials. 8

SECTION II. DEVELOPMENT OF MODEL SEMINAR-PLANNING PACKAGE. 9
The Handbook 9
Cartoon Portrayal of Planning Objectives 11
Transparencies 11
Labels 13
Videotape Recording. 13

SECTION III. TRAINING WORKSHOP. 14
Identification of Participants 14
Demonstration Seminar. 15
Comments. 18
Workshop Sessions. 20
Comments. 20

SECTION IV. STAFF ASSISTANCE TO STATES 23
Assistance to Participating States 23
Local Seminars. 23
Assistance to Non-Participating States 25

SECTION V. THE EVALUATION OF THE TOTAL PROGRAM 26
The Plan of Evaluation 26
Limitations of the Evaluation. 27
Overall Reactions to the Program 29
The Evaluation of Materials. 31
Training Workshop. 32
Assumptions of the Approach 33
The Model Seminar 33
Characteristics of the participants. 33
Local participation. 34
The model seminar program agenda 35
Reactions of the Participants 35
The Training Session. 36

The agenda 36
The reactions of the participants. 36
Conclusion. 37
Technical Assistance 38
Use of the Materials by the Participants 39
The Local Seminars 42
The Local Seminar Program 42
Rationale of the program 42
Analysis of strategy 43
Analysis of participant responses. 45
The Attainment of the Objectives of the Local Seminar . . . 46
Attainment of Objective 1. 47
Attainment of Objective 2. 48
Attainment of Objective 3. 48
Attainment of Objective 4. 49
Attainment of Objective 5. 49
Detailed Reactions to Local Seminars 50
Reactions to the Arkansas Local Seminar 50
Instructional aspects of the seminar 50
Participant reaction 51
Participant-observer's reaction. 52
Reactions to the Oregon Local Seminar 54
The instructional aspects of the seminar 54
Participant reaction 55
Summary of the Evaluation. 56

APPENDIX A - Materials Utilized at the Lexington Demonstration Seminar. 58
APPENDIX B - Listing of Lexington Workshop Participants 67
APPENDIX C - Training Workshop Evaluation Form. 70
APPENDIX D - Training Workshop Participants' Follow-Up Questionnaire. 75

ERIC REPORT RESUME. 89

ILLUSTRATION I. DYERGRAM 12

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The impact of the Lexington Demonstration Seminar was considerably enhanced by the presentations of four individuals who are associated with extensive job-oriented programs co-sponsored by private industry and the schools. An expression of appreciation is extended both to the individuals who shared their time with the Seminar audience and to the organizations that made it possible for their representatives to attend the Seminar. Program representatives included Mr. Jim White of Honeywell Inc., and Mr. David Roffers, principal of Bryant Junior High School in Minneapolis, both of whom are involved in the Youth Educational Support program sponsored by Honeywell and the Minneapolis school system; Mrs. Betty Chandler, training director for Goldsmith's Department Store in Memphis; and Mr. Albert Cunningham, director of General Electric's Woodland Job Training Center in Cleveland.

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Trudy W. Banta
Douglas C. Towne

SUMMARY

This continuation phase of the interpretive study attempted to promote the dissemination and utilization of materials and methods which were developed in the initial phase. The purpose was to encourage the initiation and improvement of job-oriented education programs for the disadvantaged through the cooperative efforts of all segments of the community.

Information prepared in the initial phase was repackaged and directed specifically to the businessmen, educators, and community agency representatives who would form the audience for a community-wide seminar on job training and education for the disadvantaged. A model plan for organizing and conducting such a seminar also was developed.

State directors of vocational-technical education in the 50 states were asked to indicate their interest in sponsoring one or more community-wide seminars by sending a representative to a Workshop designed to train personnel to use the newly-developed materials and plans in organizing their own local seminars. Representatives of 25 states attended this Workshop in Lexington, Kentucky, August 5-7, 1969. Thereafter, project staff provided materials and planning assistance for Workshop participants sponsoring seminars in their home states.

Despite an agreement with state vocational education directors that sponsorship of one or more seminars was a condition of participation in the Training Workshop, seminars were actually held in only three states. Workshop participants who did not conduct seminars attributed their failures to inadequate support from state directors, disorientation caused by reorganization and staff changes, insufficient time due to the press of other responsibilities, and the desire to avoid duplication of efforts recently initiated by other organizations. However, those who participated in the seminars which were held expressed their belief that the seminar was an initial step toward achievement of an important community objective: more cooperation between industry and the schools in preparing the disadvantaged for employment.

In addition to their use in local seminars, project materials were used by Workshop participants as references for in-service workshops, graduate education courses, preparation of state vocational education plans, and development of new programs for the disadvantaged.

INTRODUCTION

INTRODUCTION

Throughout the country community leaders are looking toward new and more effective programs of job training and education for the disadvantaged as means of breaking the vicious circle of circumstances which maintain poverty. The emphasis on the disadvantaged in the 1968 Amendments to the Vocational Education Act attests to this fact. So do the hard-core hiring and training activities of the National Alliance of Businessmen, the Manpower Administration of the Department of Labor, and various other agencies. As a people who have always believed that education and an honest job were the passports to improved status in life, Americans are betting that the best way to eliminate want on the part of the nation's underprivileged is to provide these individuals with satisfying jobs and the basic education and skills training necessary to perform effectively in the new positions.

With public attention focused on job-oriented education (basic education coupled with job orientation and skills training), 1969 appeared to be an excellent time for encouraging closer cooperation between all segments of the community for a concerted attack on the problems involved in making such education relevant for the target population. Private industry has the resources to provide curriculum consultants, access to up-to-date equipment, and even part-time jobs for students, all of which can aid the schools in making their occupational education offerings more realistic. Employers have everything to gain from close contact with school programs because the school is preparing future employees, and the better the school training, the easier the company's training task when these students enter the work force. Business is also beginning to see the benefits to be derived from involving schools in basic education and skills training courses for its new hard-core employees. Various community agencies such as the Urban League, Urban Coalition, Community Action Committee, and Welfare Department are well acquainted with the job-training needs of the disadvantaged population and can make a useful contribution to furthering cooperation between private industry and the schools.

For the first phase of this study, which was completed in April 1969, an extensive review of literature on the problem of disadvantagement was compiled, and various federal and industrial attempts to alleviate this condition through job training and education were characterized. Information was also included on a nation-wide survey of exemplary job-oriented education programs for the disadvantaged conducted jointly by private industry and the schools. Finall , three one-day seminars were held for businessmen, educators, and other community leaders in Knoxville, Denver, and New York City, to test the seminar as a method of disseminating project materials and stimulating interest in further cooperative activities.

Experience gained in conducting the three trial seminars indicated that bringing together leaders of various segments of a community to spend a day discussing the community situation and exploring possible avenues for alleviation of recognized problems indeed could be an effective means of encouraging cooperation in job-oriented education ventures. Accordingly the present continuation activity was proposed in order to encourage new cooperative efforts through conduct of similar seminars in other communities throughout the country. Materials and information compiled in the initial phase of the study would provide the bases for training a cadre of personnel to initiate seminars in their own areas.

Specifically, the objectives proposed for this continuation project were:

1. To repackage information developed from Phase I activities into documents and materials which are useful and effective in stimulating action programs designed to provide job-oriented education programs involving both business and education.

2. To develop a model seminar-planning package designed to facilitate the planning and conduct of dissemination seminars dealing with the theme of this project.

3. To conduct a training workshop to develop a trained cadre of vocational-technical educators capable of, and committed to, the conduct of dissemination seminars dealing with the theme of this project.

4. To provide training workshop participants with assistance in conducting dissemination seminars in their localities.

5. To evaluate the effectiveness of project activities in achieving the aforementioned objectives.

SECTION I. DEVELOPMENT OF MATERIALS

The major purpose of the Phase I activities of this Interpretive Study was to compile in a single document the current information related to cooperative efforts of private industry and the schools to provide job-oriented education programs for the disadvantaged. This resulted in a document of 255 pages entitled Interpretive Study of Cooperative Efforts of Private Industry and the Schools to Provide Job-Oriented Education Programs for the Disadvantaged (ED 027 442). The activities of this second phase of the Interpretive Study were designed to revise the materials contained within this document in various ways to achieve greater dissemination and utilization of the information. Toward this end the continuation proposal specified that the initial objective would be "to repackage information developed from Phase I activities into documents and materials which are useful and effective in stimulating action programs designed to provide job-oriented education programs involving both business and education."

The report prepared for Phase I of this Interpretive Study contains information on the characteristics of disadvantaged groups and individuals that should be of interest to school personnel and to management personnel in industry who are presently attempting to deal effectively with disadvantaged students and employees, respectively. The Phase I report also contains detailed information on federal and private industry programs designed to enhance the employability of the disadvantaged. This material could provide guidance for establishment of other such programs in places where they do not presently exist. To achieve the first objective of the continuation proposal it was necessary to implement several activities designed to repackage and further develop these materials.

The first step in achieving these ends was the involvement of persons representing various fields within the University of Tennessee communications structure. A meeting was held to discuss means of coordinating the efforts of the staff writers with those of a graphic artist, a journalist and a representative of the duplication center at the University. The intent of the Phase II activities was to develop from Phase I materials attractive and readable documents tailored to various specified audiences. The time schedule required close cooperation of all individuals concerned to assure that the materials would be ready for distribution at the Lexington Training Workshop (see Section III for description of the Workshop). The initial meeting of all involved staff proved quite beneficial in that many of the problems which arose later were easily solved due to the common base of information and concern for meeting deadlines and agreed-upon objectives which was established at that session.

The chief responsibility of the graphic artist was to design illustrations to be utilized on the covers of booklets and in instructional materials presented at the Training Workshop. The journalist read the developed materials and suggested changes and improvements designed to enhance the readability of the various documents in light of the potential audience to which each was directed. The representative of the duplication center helped to determine the format in which these documents

finally appeared. Members of the Interpretive Study staff were assigned various tasks in repackaging or developing materials.

Materials Developed

Listed below are all the documents which were repackaged or developed in the course of the Phase II project. The first document mentioned is the Phase I final report, in which only slight changes were made. The next four entries describe the sections which were pulled from the final report and bound individually. In these four documents a single-page preface relating that document to the others and to the final report is included along with a copy of the Introduction from the final report. Appearing in parentheses following each part of these four documents are the page numbers which appear in the final report. The last three headings listed are new materials developed to serve specific purposes in the Phase II study. Included in the description of each of these sets of materials is a brief statement regarding the audience for which it was intended.

Final Report

The final report was given a new two-color illustrated cover and bound with plastic binding. It was reentitled "Interpretive Study on Preparing the Disadvantaged for Jobs". Due to its size, this document was intended for limited distribution to those most likely to be heavily involved in further activities designed to disseminate these materials and implement new action programs. Therefore, a single copy of the report was made available to each seminar planning director, i.e., the trainee attending the Lexington Workshop.

Disadvantagement

This 33-page booklet, with a two-color illustrated cover and staple and tape binding, consists of the Preface; the Introduction (pp. 3-6); Section I, "Disadvantaged" (pp. 8-27); and Appendix items "Identification of the Disadvantaged" (pp. 196-198), "What is Meant by Disadvantagement?" (pp. 199-200), and "Characteristics of the Disadvantaged" (pp. 201-202). This booklet was designed for presentation to the seminar planning director, the program chairman of a local seminar and to those personnel appearing on the local seminar program who would be charged with the responsibility of discussing the general subject of disadvantagement.

Specific Disadvantaged Groups

This booklet consists of 28 pages and also appears in a cover of two colors with staple and tape binding. It is composed of the Preface; the Introduction (pp. 3-6); Section II, "Specific Disadvantaged Groups" (pp. 28-47); and a section from Appendix B also entitled "Specific Disadvantaged Groups" (pp. 203-205). This booklet was intended for distribution to the seminar planning director, the chairman of the local seminar and those personnel on the seminar program charged with the function of discussing specific disadvantaged groups in their own community.

Job Training for the Disadvantaged

This booklet consists of 57 pages and also is illustrated in two colors and bound with staples and tape. It consists of the Preface; the Introduction (pp. 3-6); Section III, "Assessment of Federally-Supported Job Training Programs for th Disadvantaged" (pp. 48-85); Section IV, "Job Training for the Disadvantaged: Industrial Efforts" (pp. 86-93); and sections from the Appendix entitled "Summary of Federally-Supported Job Training Programs for the Disadvantaged" (pp. 206-207), and "Glossary of Acronyms" (pp. 242-245). This booklet was intended for distribution to the seminar planning director, the program chairman and program personnel concerned with federal and business programs already in existence.

A Survey: Cooperative Job-Oriented Programs

This brochure consists of 47 pages with a two-color illustrated cover and staple and tape binding. It contains the Preface; Introduction (pp. 3-6); Section V, "Survey of Existing Job-Oriented Education Programs" (pp. 94-131); Appendix D, "Classification of Cooperative Job-Oriented Education Programs by Target Population and Program Type" (pp. 246-247); and Appendix E, "Classification of Cooperative Job-Oriented Education Programs by Type of Sponsoring Company or Organization" (pp. 248-249). This booklet also was intended for distribution to the seminar planning director, the program chairman and relevant program personnel.

Industry and Schools Cooperate in 15 Different Ways

This booklet consists of 32 pages with a two-color illustrated cover and staple and tape binding. It contains an Introduction and descriptions of 15 exemplary programs of cooperation between private industry and the schools. The programs selected include five programs designed for disadvantaged in-school youth/potential dropouts; two programs involving school dropouts *per se*; two programs for the hard-core unemployed; two for present company employees; four programs aimed at prospective employees; and one program for school counselors. Each of these program write-ups contains a brief review of the origin and beginnings of the program as well as major program facts, the results of the program, and identification of an individual to contact for further information. This document resulted from an additional effort to provide more detail on various representative programs. The questionnaires obtained from the Phase I survey provided the information for a detailed description of each program. Drafts of program descriptions were then reviewed and approved by the industrial and/or educational respondents (or other available program personnel). Suggestions made by these individuals were incorporated in the revised form. This booklet was designed for distribution to the seminar planning director, the seminar program chairman, the seminar planning committee and to selected seminar participants.

The Disadvantaged and Jobs

A multicolored brochure containing five sheets of 8½" x 14" paper with typing on both sides, was prepared and folded and stapled to result in a brochure of 8½" x 9¼" dimensions with a ½" overlap of each page. This ½" margin was utilized as the table of contents. The brochure is intended to summarize the major concepts and concerns of the final report as well as to entice the reader to participate in activities designed to promote greater emphasis on local efforts along these lines. This brochure was intended for distribution to the seminar planning director, the seminar planning committee, the program chairman, program personnel and all seminar participants. It was suggested that each potential seminar participant be sent a copy of this brochure along with the letter inviting him to participate in the local seminar.

Seminar Planning Handbook and Other Related Materials

In addition to the above materials which were developed or repackaged, three other types of materials were prepared. These included a handbook entitled Seminar on Preparing the Disadvantaged for Jobs - A Handbook, an acropress loose-leaf binder entitled Seminar Planning Notes, a series of transparencies, and a video tape recording. These materials were utilized in the Lexington Training Workshop and are discussed in Section II of this report.

Distribution of Materials

Materials resulting from the Phase II activities were distributed in three different ways. First, for each participant at the Lexington Training Workshop one copy of each document was provided. Secondly, these persons were invited to request additional copies of all materials except the Seminar Planning Notes and the final report. A third procedure for distributing these materials was utilized because of the limitations incorporated in the Phase II continuation proposal regarding the number of states which could be involved in the Lexington Training Workshop. It was decided that rather than ignore those states which could not be involved in the Workshop, project staff could make available to them copies of these materials which they might utilize in whatever way they felt appropriate. To accomplish this a letter was sent to each state director of vocational-technical education in a state not involved in the Lexington Workshop. A self-addressed return postcard was included which he could use to nominate the individual in his state to whom these materials would be most relevant. From the returned postcards names were obtained for a mailing list of such individuals who then received a packet containing one copy of each of the documents prepared by project staff with the exception of Seminar Planning Notes.

SECTION II.

DEVELOPMENT OF MODEL SEMINAR-PLANNING PACKAGE

The idea of bringing together community leaders to discuss job-oriented education for the disadvantaged in a seminar setting is one that could be applied with valuable results in hundreds of communities throughout the country. But setting up an effective seminar requires careful identification of the appropriate setting for the meeting, followed by intensive pre-planning with various groups to assure acceptance of seminar objectives at the local level and participation by the real leaders in school, business, and the community. Persons interested in conducting seminars should have a set of planning specifications to direct their initial efforts.

Experience gained in planning and conducting the three trial seminars in Knoxville, Denver, and New York City was utilized in compiling a set of materials designed to provide assistance to others who might wish to make use of the seminar idea. This set of materials includes:

1. A handbook, entitled Seminar on Preparing the Disadvantaged for Jobs: A Handbook, which provides an outline of suggested seminar-planning procedures;

2. A cartoon portrayal of the seminar planning objectives outlined in the Handbook, which was utilized to illustrate a set of note papers collected for Training Workshop participants in an acropress loose-leaf binder entitled Seminar Planning Notes;

3. A set of transparencies for use with an overhead projector which portray visually some of the ideas contained in the Handbook;

4. A series of gummed labels with specific seminar-planning activities printed on them which could be applied by a seminar planner to notebook sheets as he compiles his own specific plan, listing programming options and target dates; and

5. A videotape recording of three presentations made at the Lexington Demonstration Seminar by representatives of exemplary programs of cooperation between private industry and the schools. These tapes were made available to seminar planning directors for use at their own local seminars.

The Handbook

The Handbook contains a statement of purpose for a "Seminar on Preparing the Disadvantaged for Jobs" followed by a listing of 11

objectives whose accomplishment should lead to achievement of the overall purpose.

These objectives are:

1. To establish a seminar planning committee composed of recognized leaders in business, education, and other community agencies within the target community.

2. To formulate a set of specific objectives and guidelines tailored to the local situation which will provide direction for further seminar planning in the target community.

3. To identify potential seminar participants. This will involve determining the geographic range for participation, the organizations to be represented, the individuals who should be encouraged to attend, etc.

4. To plan a program format which includes (a) opportunities for each of the three participating groups (educators, businessmen, and other community leaders) to outline its resources and its concerns with regard to job-oriented education for the disadvantaged, (b) presentation of information on several exemplary programs of job-oriented education for the disadvantaged which are sponsored jointly by private industry and the schools, and (c) interaction between participants and speakers and discussion of possible directions for new cooperative programs in the target community.

5. To identify and secure commitment from the appropriate personnel to carry out the planned seminar program.

6. To provide ample meeting and dining facilities for the seminar.

7. To arrange financing, through a registration fee or otherwise, for seminar materials, travel expenses incurred by consultants, luncheon, and other incidental expenses.

8. To devise appropriate publicity and a method of inviting the selected participants which will insure that business, the schools, and other community agencies within the target community are adequately represented.

9. To provide seminar participants with materials which will stimulate their interest in, and provide them with further information on, job-oriented education programs for the disadvantaged.

10. To provide follow-up resources which will assure that proposals for local action which may be made at the seminar will be carried out.

11. To provide for evaluation of the seminar utilizing the appropriate evaluation instruments.

The major portion of the Handbook contains a detailed explanation of the above objectives and suggestions regarding alternative methods of accomplishing them. Wherever possible, concrete examples are given and several sample items are included in a series of appendixes.

In order to call attention to planning areas that could create significant difficulties, so-called Potential Trouble Spots were identified by marginal flags and discussed more fully in a separate section of the Handbook.

A final section of the Handbook contains a time schedule for completion of important activities before, during, and after the seminar. Some 50 activities are delineated along with the section and page of the Handbook where each is described.

Cartoon Portrayal of Planning Objectives

Mr. William Dyer, a Knoxville cartoonist, related each of the 11 seminar-planning objectives outlined in the Handbook to an activity connected with the sport of football and drew the "Dyergram" shown on page 12 . The 11 sections of the cartoon were then separated and each section was duplicated in the left margin of a sheet of loose-leaf notebook paper. The set of 11 illustrated sheets was made available to Training Workshop participants in an acropress binder entitled Seminar Planning Notes.

The oral presentation of Handbook contents at the Training Workshop followed closely the outline of objectives in that manual. The Dyergram utilized this order, and the illustrated sheets on the Seminar Planning Notes were arranged in the same order. Many of the transparencies, which are described below, contained the appropriate section of the Dyergram in addition to other information. Thus, using the projected section of the cartoon as a reminder, Workshop participants were encouraged during the oral presentation to make their own personal notes concerning each objective on the notebook sheet containing the section of the Dyergram portraying that objective.

Transparencies

Transparencies for use with an overhead projector were developed as visual aids to accompany an oral presentation of the Handbook's contents to a group of would-be seminar planners. Project staff, assisted by a graphic arts specialist, analyzed the Handbook to determine which concepts could best be portrayed visually. Then the graphic artist prepared the art work which was used on the transparencies and project staff supplied the verbal content. As indicated above, many of the transparencies included the section of the Dyergram appropriate to the objective being discussed.

Training Workshop participants received copies of all transparencies for use in their own oral presentations.

PURPOSE AND OBJECTIVES OF SEMINAR FOR PREPARING THE DISADVANTAGED FOR JOBS

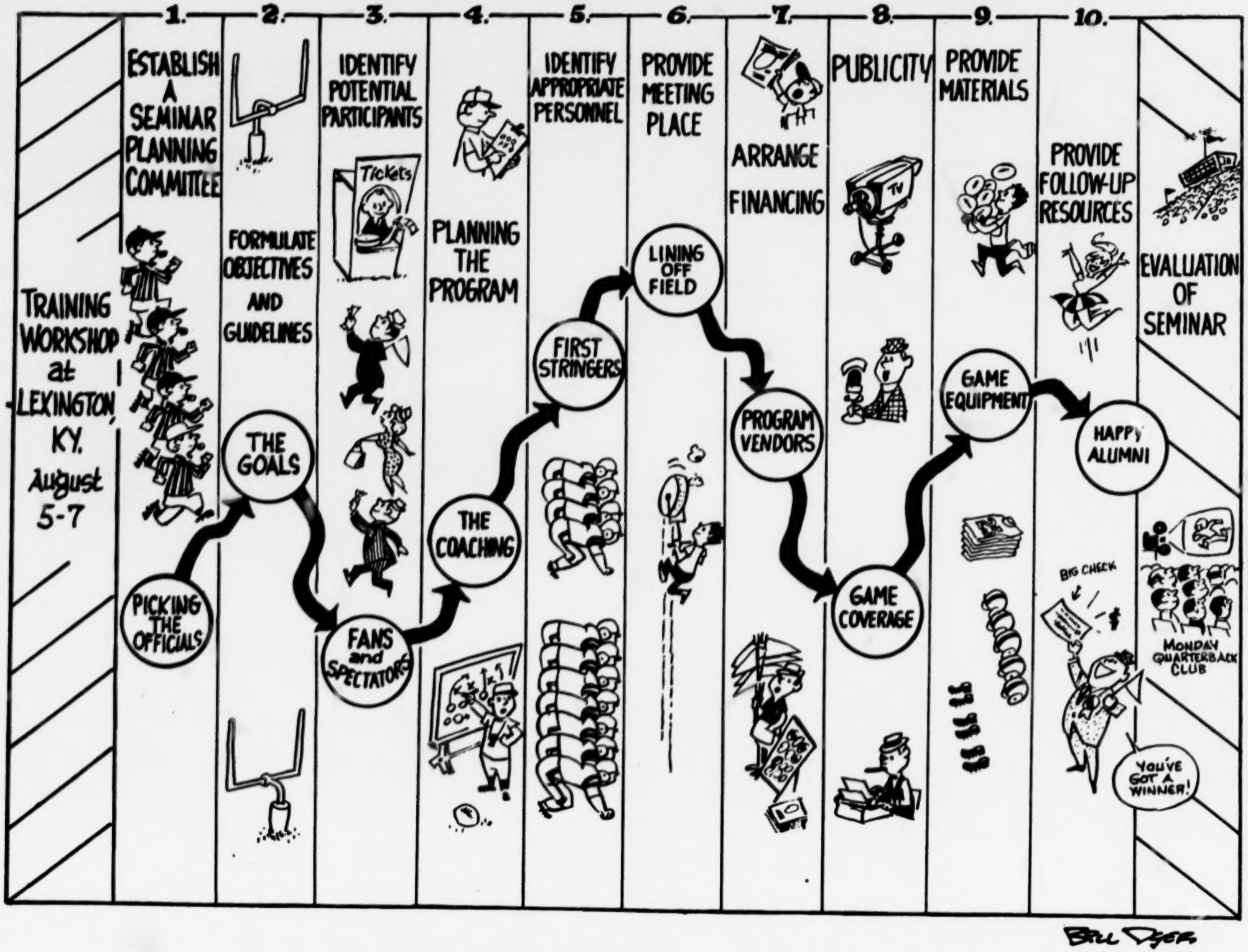

ILLUSTRATION I. DYERGRAM

Labels

Since planning a "Seminar on Preparing the Disadvantaged for Jobs" is a complex undertaking, the authors felt that most seminar planners could benefit from taking the time necessary to write down their tentative plans before taking any action. The series of gummed labels on which the seminar-planning activities are listed was designed to facilitate this advance planning step.

Each of the more than 50 entries in the "Schedule of Activities" section of the Handbook was listed on a separate label. The labels were placed on a backing sheet in the same order in which they appear in the Handbook. In order to be assured of covering all essential activities in his preliminary planning, the user could simply apply the labels, in order, to the margin of his note paper, listing target dates, persons to contact, and alternative methods of accomplishing each activity.

Videotape Recording

In Section III the one-day Demonstration Seminar which constituted a vital part of the Lexington Training Workshop activities is described. One part of the Seminar program included presentations by representatives of three exemplary programs of industry-school cooperation in connection with job-oriented education for the disadvantaged. A videotape recording was made of each of these presentations so that Workshop Trainees wishing to utilize one or more of them at his own local seminar could do so without incurring the expense of bringing in program representatives as consultants. One set of the videotapes was made available on a loan basis to local seminar planning directors with the expectation that no two directors would request the tapes for use on the same day.

SECTION III.

TRAINING WORKSHOP

An essential element of this continuation project was a Workshop for disseminating repackaged Phase I materials and presenting the seminar-planning package to individuals interested in planning one or more seminars in their own areas. The Training Workshop included three separate activities:

1. A one-day Demonstration Seminar oriented toward the needs of a specific community which served as a laboratory experience for Training Workshop participants,

2. A one-day training session designed to acquaint Workshop participants with materials and procedures to be used in planning and conducting such seminars, and

3. A one-day planning session in which each participant developed specific plans for conducting a seminar in his home locality.

In order that the one-day Demonstration Seminar might be held in a new community, a city other than Knoxville, headquarters of the project staff, had to be selected. Professional contacts with University of Kentucky faculty led to selection of Lexington, Kentucky as the site of the Training Workshop August 5, 6, and 7, 1969.

Identification of Participants

Since it was desirable to select participants who would be maximally receptive to the aims of the Workshop, vocational educators were focused upon as the school personnel most deeply involved in job-oriented education for the disadvantaged; and accordingly, state directors of vocational-technical education in the 50 states were contacted to ascertain their interest in sending representatives to the Training Workshop.

Early in May 1969 each state director received a letter specifying the objectives of the Training Workshop and inviting him to designate a person from his state to attend. The letter explained that transportation costs would be provided (meals, lodging, and other expenses were to be paid by the state) for one representative from each state, but other individuals could be sent if the state wished to pay for their transportation. The letter also specified that each official state representative should be prepared to conduct at least one "Seminar on Preparing the Disadvantaged for Jobs" on his return to his home state.

Within ten days of receiving the letter on the Workshop, state directors were telephoned by project staff to insure that they had obtained an adequate understanding of Workshop objectives.

A total of 28 states responded affirmatively to the invitation to send a representative to the Training Workshop. Since the state of Pennsylvania elected to send two representatives, 29 persons were expected for the Workshop.

State representatives were sent a copy of the Phase I final report, and were encouraged to read certain parts of it prior to the Training Workshop. Other information pertinent to Workshop arrangements was sent to the representatives in three separate mailings.

Demonstration Seminar

The planning for the Demonstration Seminar to be held in Lexington on August 5 began in early June. While the counsel of project staff was at all times available and all seminar materials were furnished, primary responsibility for planning and follow-up of this segment of the Training Workshop was assumed by Dr. Daniel S. Arnold, Director of Educational Research in the College of Education at the University of Kentucky. Dr. Arnold selected a planning committee composed of representatives of the Urban League, the local state employment security office, the public schools, the local press, the Chamber of Commerce, and three of Lexington's largest industrial employers. This group met for the first time on June 18 to consider the feasibility of holding a "Seminar on Preparing the Disadvantaged for Jobs" in Lexington. One of the project co-directors attended this meeting and distributed copies of the Handbook to the group.

The planning committee gave approval to the idea of a seminar for Lexington businessmen, educators, and community agency leaders, and determined that local needs could best be met through consideration of (1) current local cooperative programs of training for the disadvantaged; (2) cooperative programs in other cities selected for exemplary purposes; (3) any gaps, overlap, and duplication existing among current Lexington programs; and (4) mechanisms through which local efforts could be coordinated for greater effectiveness in providing training for the disadvantaged.

Activities for the Demonstration Seminar were organized around (1) presentations by representatives of local business and industry, the schools, and relevant community agencies of local problems in progress and problems encountered in providing training for the disadvantaged; (2) presentations by consulting program directors of relevant exemplary programs of cooperation between schools and private industry; and (3) small group discussions of possible solutions for training Lexington's disadvantaged. (A copy of the Seminar agenda appears in Appendix A.)

The Seminar was attended by approximately 40 Lexington businessmen, educators, and community agency representatives. Also in the audience were the 27 representatives of 25 states who had come to participate in the Training Workshop. Three of the expected participants had to cancel their reservations at the last minute, and three representatives (rather than the expected two) arrived from Pennsylvania. Workshop participants are listed in Appendix B.

Following orientation and welcoming remarks by Dr. Trudy Banta, the nature and scope of problems of disadvantaged Lexington groups was described by Walter Brown, the director of the Lexington-Fayette County Urban League. Mr. Brown spoke of specific deterrents to the ambitions of disadvantaged persons. He pointed out that (1) because of such deterrents, the disadvantaged do not fit into typical middle class programs and that (2) industry does not have built-in methods to cope with the deterrents. The problem thus stated could then be alleviated by (1) changing attitudes toward deviance, partially with the aid and commitment of the Urban League, Welfare Department, Employment Security, labor, management, etc.; and through (2) the deliberate combining of expertise by all relevant agencies (e.g., schools, business).

Next, programs provided by the Central Kentucky Area Vocational School and the Lafayette Extension Center were presented by Donald Turpin. Mr. Turpin reported that the Central Kentucky Area Vocational School is training 500 adults and out-of-school youth on a full-time 22-month basis in sixteen different courses. Most salient among employment needs outlined were (1) the need for employers to hire applicants despite their inadequate qualifications in order to allow the vocational school to upgrade applicants; (2) the need for exploratory programs designed to expose students to course offerings and study requirements; and (3) the need for a local advisory committee which could provide both the diversified representation needed for better identifying community needs and the cooperation required for increasing the number of training slots.

Programs coordinated through the Lexington Office of State Employment Security were described, and Fayette County School programs were outlined by a representative of the Fayette County Public Schools. Programs offered through State Employment Security include (1) the Manpower Development and Training Act (MDTA) component, which is reported to be relatively effective despite limited funds; (2) the Job Corps in which a significant problem continues to be transportation; (3) the Vocational Opportunity Program which includes approximately 40 participants; (4) On-the-Job Training (OJT) in which 1000 individuals are trained annually by industry; and finally (5) Green Thumb and Green Light which are programs designed respectively for males and females aged 65 and over.

The presentation by local personnel was concluded by a treatment of Lexington Community Action Programs. The Community Action approach seeks to cause attitudinal and institutional change. A plea was made to begin such efforts in kindergarten and ultimately focus on the entire vocational education system to render it more relevant. Specifically identified were the needs to (1) train for jobs available, i.e., make training totally relevant; and (2) provide for neighborhood health services, consumer education, and other similar services.

The four exemplary program consultants then reported on their various programs, beginning with a presentation of Goldsmith Department Store's cooperative program in Memphis, Tennessee. Goldsmith's program

is conducted in cooperation with the Distributive Education Department of Memphis Carver High School. It has also received assistance from the Memphis Board of Education. The program is designed to teach job skills to "unemployed" (i.e., the inner-city minority disadvantaged of Memphis) between the ages of 22 and 45. The store pays all program costs and hires almost all trainees.

A representative from Honeywell, Inc., and an official from Minneapolis Schools then described their jointly sponsored training program. The YES (Youth Educational Support) program offers individualized instruction designed for students who cannot cope with typical school environments and whose needs are often not met conventionally. The Bryant YES center is a micro junior high school, or learning center, which materialized in response to teacher requests for assistance in meeting unconventional student needs, i.e., for students who were aggressive, emotionally disturbed, unmotivated, retarded, etc. Various techniques are used to create a facilitating atmosphere. Consultants stated that one of the most significant needs in such a program is to identify a liaison person who is sufficiently informed--both about school and industry operations--to be highly effective.

The fourth program consultant described Woodland Enterprises, i.e., the cooperative program between General Electric and the Cleveland School System. This effort involves provision of immediate employment, skill training, and basic or remedial education for Cleveland's inner-city unemployed aged 16 to 22. A primary concern of the program representative was the use of publicity, i.e., publicity should be conservative and moderate. Additionally, the consultant emphasized the self-contained aspects of the job training center, noting that all employment processes are present at the center.

Although small group discussions by persons in common pursuits (in either business or schools or community agencies) were scheduled for the afternoon segment of the Demonstration Seminar, these "common" group discussions had to be omitted due to time limitations. However, "mixed" or heterogeneous groups (i.e., groups comprised of a mixed representation of business and industry, schools, and community agencies) were held as scheduled and discussed problems related to vocational training in Lexington and the resources needed to overcome local training problems.

A moderator, selected from The University of Kentucky College of Education staff, was assigned to each discussion group. When all "mixed" groups were reconvened following their resulting discussions, each of the group moderators presented discussion highlights and comments. One of the discussion groups concluded that an area or community coordinating agency should be established in order to increase awareness by business and industry of the needs of the local disadvantaged. The need for a coordinating agency was recognized as

especially salient since it was felt that (1) the current proliferation of vocational training programs in Lexington leaves business and industry without a central agency with which to work, and (2) lack of communication between the various groups involved is one of the most evident difficulties in Lexington. The group also noted the selected representation and/or absence of Lexington business and industry at the Seminar.

A second discussion group suggested identifying a key person in every school (e.g., the director of guidance) who would have as a resource an advisory council purposely designed to provide input from all relevant groups, especially from business and industry. Specifically, the guidance counselor and the business and industry representatives could maintain an effective dialogue, and the constant feedback from one group to the other would aid in proper utilization of resources and the clearer delineation of needs.

The final event of the Demonstration Seminar was an evaluation by participants. A copy of Evaluation of the Seminar for Preparing the Disadvantaged for Jobs-Participant Form appears in Appendix A. The evaluation was conducted by Dr. B. Eugene Griessman, North Carolina State University evaluator for the project, who made a brief statement explaining the thrust of the evaluation and the use to be made of results.

Comments

According to reports from some of the Lexington businessmen, the behavior of one of the planning committee members, whose commitment to the aims of the Seminar was never assured, may well have been an important negative influence on the Seminar. While the exact motivation for this individual's actions is still unclear, in the initial planning session he expressed the opinion that communication between local schools, industry, and community agencies with regard to job-oriented programs was so well established that Lexington had no need for a "Seminar on Preparing the Disadvantaged for Jobs." Other committee members did not agree with the opinion that the Seminar could serve no useful purpose in Lexington and proceeded to lay plans for the meeting.

The dissident member appeared to be willing to abide by the will of the majority and at a later date even offered to make the mailing list for his organization (the group usually considered to contain the broadest representation from business and industry within a city) the chief means for inviting businessmen to the Seminar. He promised to add a note addressed to his membership encouraging them to attend the meeting. In actuality this gentleman did not mail the invitations until a week prior to the Seminar, his note of "encouragement" was much too bland to be considered an endorsement of the meeting, and it was learned later that those invited businessmen who called this representative to ask for more details on the Seminar were actually

discouraged from attending. Finally, the dissident member called a meeting of his organization's board of directors for the day of the Seminar; consequently none of these individuals were able to attend the Seminar.

Fortunately, the other representatives of the Lexington business community who served on the planning committee made contacts that insured that most of Lexington's largest industrial employers were represented at the Seminar. But the efforts of the dissident member prevented the broad representation from the Lexington business community which was really needed at the meeting. Conspicuously absent were representatives of the retailing establishments and family-owned businesses that formed the backbone of the economic structure in Lexington prior to the advent of large industrial firms after World War II.

The Seminar's keynote speaker arrived late so the initial session was delayed by more than 20 minutes. The apparent resulting sense of time loss on the part of the participants may have constituted a negative influence on the Seminar which could not be dispelled by the ensuing program. At any rate, there was a noticeable decrease in the number of business representatives by the end of the day, and this factor affected the evaluation effort; that is, representation by Lexington people was sparse and the point of view of the out-of-state Workshop participants, whose evaluation forms constituted the majority of those collected, could certainly be considered to differ significantly from the view-point of local personnel. Further, the time lost in the morning session had to be recouped and it became necessary to omit an important part of the day's activities, i.e., "common" group discussions.

Certain other factors were recognized as significant with respect to the response of the Lexington business community to the Seminar. First, it was learned that the University of Kentucky in recent years has acquired such an academic and change-oriented image in Lexington that response in this conservative community to University programs is frequently less than enthusiastic. Thus the fact that Dr. Arnold of the University of Kentucky initiated the Seminar may have had an adverse effect on the community's response to the meeting.

Although the fact was certainly never emphasized, the Lexington Seminar <u>was</u> to serve as a demonstration activity and this information certainly could not be kept from the planning committee. Committee members never voiced opposition to having out-of-state observers in their midst at the proposed Seminar, but the idea that the meeting would be serving as a model may have contributed to a feeling that achievement of important outcomes for Lexington was not the objective of highest priority to those initiating the Seminar. Indeed several of the Seminar speakers conveyed the impression that they felt they were engaging in an "exercise in futility" and their presentations appeared to represent something less than their best efforts.

Workshop Sessions

The workshop training sessions for vocational educators were conducted on the two days immediately following the Demonstration Seminar. Workshop trainees attended one full day of instructional sessions plus a half day devoted to individual planning activity. The latter session was designed to give participants an opportunity to develop the specific state plans which would ultimately be required for implementation of those seminars to be conducted upon return to home states.

Activities of the first day were begun with an explanation of objectives and an outline of activities. The Lexington Seminar critique was then presented by Dr. Trudy W. Banta and Dr. Daniel S. Arnold. In summary, these directors reported that the validity or worth of the Seminar was possibly not apparent to many of the appropriate people in Lexington; and that while Lexington appeared to have a real need to coordinate existing programs, the local people did not feel they were faced with a problem of much significance. It was further suggested that since the Seminar was for demonstration purposes, it was possible that local participants failed to take it seriously.

The seminar planning Handbook was made available to trainees prior to the first training session; and during that session, each of the salient parts of the Handbook was explained and illustrated by project staff members through the use of visual aids. Program components which were presented in detail by staff members included the 11 objectives recommended in the Handbook for any "Seminar on Preparing the Disadvantaged for Jobs."

Prepared materials were distributed to trainees, and the Workshop director announced that further copies of the materials could be obtained by request from the staff in Knoxville for distribution at each trainee's local seminar.

The activities of the final day of the Workshop involved the writing of state plans by individual trainees for their proposed local seminars. The preparation and submission of state plans was originally intended (1) to provide a clarification of the steps required to implement a successful seminar, (2) to offer an opportunity for project staff to interact with participants on problems arising as a result of planning, and (3) to provide each state director with tangible evidence of what was accomplished at the Workshop and what his representative proposed to do with regard to conducting a seminar upon return to his home state.

Comments

The investigators recognized at the outset that communicating the objectives of the Lexington Training Workshop to potential participants would be a difficult task. For this reason the initial letter of

invitation to state directors of vocational-technical education was followed by a telephone call to answer each director's questions and further clarify Workshop objectives. When interested state directors had selected their representatives for the Workshop, two letters were mailed to each representative outlining Workshop objectives and describing the planned activities. Materials characterizing the Knoxville, Denver, and New York seminars in rather elaborate detail were sent to the representatives so that they would have a realistic picture of the kind of seminar they would be learning to conduct in the course of the Lexington Workshop.

In communications with the state representatives the agreement between project staff and the state directors was reiterated, i.e., that each Workshop participant would hold at least one seminar in his state upon his return home and that tentative seminar plans, to be submitted to the state director for his approval and suggestions, would be prepared in Lexington by each participant with the assistance of project staff.

Despite these seemingly elaborate precautions, a substantial number of representatives arrived in Lexington with expectations regarding the Workshop which were inconsistent with its stated aims. Apparently both state directors and their representatives overreacted to the term 'disadvantaged' in the Workshop literature. Accordingly, several state directors designated staff personnel who were currently in charge of programs for the disadvantaged as the representative to the Workshop, and these individuals (many of whom had just assumed a position created in the spring or summer of 1969 and were thus understandably hungry for information related to their new responsibilities) agreed to come thinking that they would receive curriculum materials and advice on teaching methods to be used in vocational classes for disadvantaged students. When it became apparent to these individuals (approximately 1/3 of the participants) that the Workshop was to focus on seminar planning rather than curriculum planning, they were obviously disgruntled. Their disappointment became most apparent on the third day of the Workshop when they were asked to develop for their state directors plans for seminars in their own states.

Several of the representatives were not convinced that a seminar of the type described at the Workshop could serve any useful purpose in their home states. These individuals were understandably reluctant to develop written plans for such a meeting. Also, some of the representatives who had definite intentions to conduct seminars expressed uneasiness at the thought of having to write a plan before having an opportunity to consult their state directors, despite the fact that this had been a condition of the agreement with the directors. In the minds of some, the requirement to produce a written plan without the benefit of this consultation constituted a violation of traditional lines of authority.

Despite some rumblings of discontent the project directors pressed Workshop participants for some written declaration of intent to utilize Workshop materials. Participants who were not committed to the idea of a seminar, however, were encouraged to think of alternative uses for materials, such as distribution to a state-wide meeting of supervisors and/or teachers of vocational-technical education.

At the end of the writing session all but two of the participants submitted plans for utilization of information and materials presented at the Workshop.. After the initial ruminations most of the representatives actually did some serious thinking about the relevance of the materials for their own situations and eventually submitted some rather well organized plans for utilization. Some even expressed appreciation at the end of the session for the opportunity to reflect on a future plan of action. There is no doubt that there were some negative feelings about the writing session, however, and it remained to be seen whether the positive results achieved by the development of concrete plans outweighed the effect of these feelings on the entire Workshop experience.

SECTION IV. STAFF ASSISTANCE TO STATES

Assistance to Participating States

The potential of the seminar method was demonstrated to the Lexington Workshop participants in an effort to influence them to conduct similar seminars in their home states (25 states were represented). Also, an attempt was made at the Workshop to secure from each participant a written plan for conducting a seminar in his state. Within the week following the Training Workshop, project staff mailed to each participant a typed carbon copy of the plans he developed in Lexington. The original typed copies were sent to the participants' state directors of vocational-technical education. Participants also were sent copies of the visuals used in the Workshop and were reminded of the other materials available from the project office.

A month after the Workshop, each participant was requested to inform project staff of his plans (1) to conduct a seminar or (2) to use the seminar materials in some other way. Mail and telephone follow-up revealed that 18 participants intended to conduct local seminars but that most of the seminars would not be held until January or later. It was also revealed that two states elected to distribute Workshop materials to relevant personnel in the state in lieu of conducting a seminar. Finally, six representatives indicated no definite plans for use of the materials.

A later follow-up (four months after the Workshop) indicated that some of the participants were still interested in conducting seminars but that highly specific plans had not been made. More to the point, it was discovered that activities were under way in at least six states either at an implementation stage (in which definite dates had been set) or at a late planning stage (in which intent was strong but no date had been set). Further feedback indicated that six other states had made serious efforts to effect seminar activity but that mitigating circumstances (incompatible legislation, budgeting of funds, duplication of effort, communication breakdown) had precluded any significant results.

Local Seminars

Three local seminars were conducted. On December 3, 1969 a seminar was held in Little Rock, Arkansas and another took place in Portland, Oregon. On February 27, 1970 the third local seminar was conducted in Minneapolis, Minnesota. The Arkansas seminar was attended by a member of the North Carolina State University evaluating team and is reported in Section V of this report. The other two seminars are reported below.

The Portland, Oregon seminar was a one-day meeting of 154 area participants, the aim of which was a set of concrete proposals for new cooperative approaches in educating the disadvantaged. The seminar was conducted on the industrial site of one of the cooperating companies. Participants heard speakers from a panel of business representatives and a panel of school and community agency representatives. Other activities included a planned tour relevant to the purposes of the seminar followed

by small-group discussions and recommendations for local action. Reporting of the small-group recommendations to the general audience plus evaluation of the seminar by participants terminated the day's activities.

Follow-up activities were initiated by the mailing to participants of a letter of appreciation in which was enclosed a summary statement of seminar activities and conclusions and a report of the outcome of the participant evaluation of the seminar. Further, it was announced that arrangements had been made to prepare for participants an edited copy of talks given by the various panelists. Finally, the letter stated that further information on the recommendations made by small groups would be forthcoming as would a definite invitation at a later date to serve on an action committee. (Recommendations outlined by small groups were to be edited and ranked. Then it was planned to identify individuals who had the necessary time, interest, and position to take action on one or more of these recommendations.)

The theme of the seminar held in Minneapolis was "the joint responsibility of business, industry and education for the occupational development of the individual to meet manpower needs." Since several cooperative programs for the disadvantaged are already underway in Minneapolis the 250 seminar participants focused attention on establishment of more effective communications between groups involved in, or disposed toward, programs to aid all segments of the population. In addition it was expected that expansion of present program efforts would result.

The format of the meeting consisted of presentations by business/industry personnel and educators followed by 10 small group-discussions centered around three specific objectives: (1) to recognize the training responsibilities of education for youth and adults, (2) to recognize the training responsibilities of the employer for youth and adults, and (3) to suggest procedures through which local efforts might be coordinated to achieve greater effectiveness in meeting the training needs of the disadvantaged. Staff personnel from the Minnesota Department of Education served as chairmen and recorders for the groups. Following these discussions each group reported back to the total audience.

A planning committee consisting of three representatives from the Minneapolis Public Schools, three from business and industry and one from the Minnesota Department of Education was responsible for developing the program format and for encouraging the attendance of such a large number of seminar participants. This same planning committee will meet again to discuss the small group reports and arrive at recommendations for specific lines of action.

Two major follow-up activities have already been planned. The first will consist of publication of the panelists' presentations by the Minneapolis Chamber of Commerce in order to further disseminate information on the deliberations of the conferees. A second follow-up activity will be the editing and distribution to all participants of group reports and planning committee deliberations and recommendations.

The Minnesota Department of Education plans to sponsor seminars similar to the one held in Minneapolis in the cities of St. Paul, Rochester and Duluth. Also being considered is the possibility of adapting seminar activities to the special needs and conditions of rural areas within the state.

Large quantities of materials sufficient for seminar purposes were provided for the Arkansas, Oregon, and Minnesota representatives. Twelve other states also ordered large quantities of materials to be variously used by relevant personnel in the state, a primary use being that of seminar planning functions. Smaller requests for materials were received from four additional states.

Assistance to Non-Participating States

At the time of the Lexington Workshop, letters were sent to directors of vocational-technical education in those states not participating in the Workshop inviting them to accept a sample of all project materials which were made available to Workshop participants.. Representatives from 20 non-participating states eventually requested the materials.

A telephone follow-up on a sample of the 20 states revealed that various uses have been made of the packet of materials. Although there are instances where the materials have merely been filed, there have also been some rather original applications of the materials to situational needs. For instance, in one state the materials were sent to the Deans of Occupational Education in each of seven community colleges which are currently attempting to redesign curricula in accordance with the present federal emphasis on disadvantagement.

Another state used the materials to familiarize new personnel with the problems of disadvantagement and to reorient personnel currently involved in seminars at the local level. Specifically, the project materials were used to delineate a modified set of objectives for previously scheduled seminars since it was felt that the objectives and emphases expressed in these materials provided more tangible areas of direction than had been considered previously.

Still another state representative distributed certain of the materials to State Task Force members concerned with the disadvantaged and handicapped.

SECTION V. THE EVALUATION OF THE TOTAL PROGRAM[1]

The Plan of Evaluation

The evaluation of the total program was directed to the five objectives which were specified in the proposal entitled "Continuation of Interpretive Study of Cooperative Efforts of Private Industry and the Schools to Provide Job-Oriented Education Programs for the Disadvantaged."

The objectives outlined for the continuation phase were:

1. To repackage information from Phase I activites into documents and materials which are useful and effective in stimulating action programs designed to provide job-oriented programs involving both business and education.

2. To develop a model seminar-planning package designed to facilitate the planning and conduct of dissemination seminars dealing with the theme of the project.

3. To conduct a training workshop to develop a trained cadre of vocational-technical educators capable of, and committed to, the conduct of dissemination seminars dealing with the theme of this project.

4. To provide assistance to the participants of the training workshop in conducting dissemination seminars in their localities.

5. To evaluate the effectiveness of project activities in achieving the aforementioned objectives.

The evaluation of the total program, to be discussed in this section of the final report, is addressed to the first four objectives. This section actually represents the attainment of the fifth objective. In addition to the four objectives specified above, however, a fifth tacit objective was added by the evaluation team: to produce materials that may be used by personnel in state divisions of vocational education in the development of programs for training the disadvantaged.

Initially, the major thrusts of the evaluation were directed toward two major aspects of the total University of Tennessee project, Phases I (the interpretive study) and II (the dissemination project):

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[1] Section V was prepared by the evaluation team composed of Dr. John K. Coster, Professor of Agricultural Education; Dr. B. Eugene Griessman, Professor of Sociology and Anthropology, and Dr. Bert W. Westbrook, Associate Professor of Psychology, Center for Occupational Education, North Carolina State University at Raleigh.

1. How effective were the materials produced by the University of Tennessee project team in terms of their potential impact for generating new job-oriented education programs for the disadvantaged?

2. How effective was the Training Workshop in terms of preparing the participants to conduct an effective local seminar?

The activities of the evaluation team included:

1. Consulting with the University of Tennessee team to ascertain the scope of the total project, including Phases I and II, and to operationalize the objectives for the evaluation.

2. Preparing a plan of evaluation.

3. Preparing three instruments to be used in the evaluation, including:

   a. Training Workshop Evaluation Form. This form was prepared for administration to the participants of the Training Workshop at the conclusion of the Workshop. (See Appendix C)

   b. Evaluation of the Seminar for Preparing the Disadvantaged for Jobs. This form was prepared for administration to all participants at the close of local seminars. (See Appendix A)

   c. Training Workshop Participants' Follow-Up Questionnaire. This instrument was prepared for administration to the seminar participants five months after the Training Workshop. (See Appendix D)

4. Attending the Training Workshop. Dr. Griessman attended the Training Workshop as a participant observer and administered the Training Workshop Evaluation Form at the conclusion of the Workshop.

5. Attending Local Seminars. Dr. Griessman attended one local seminar as a participant-observer and administered the Evaluation of the Seminar for Preparing the Disadvantaged for Jobs form to participants.

6. Summarizing and analyzing the data obtained from the three instruments.

7. Writing the section of the final report dealing with the evaluation of the total program.

Limitations of the Evaluation

Forces and events occurred between the inception of the dissemination project (Phase II of the total project) and its termination date which were

beyond the control of either the University of Tennessee team or the evaluation team. Some of these militated against the evaluation of the project as it was initially conceived. The University of Tennessee team conceived a linear model for the conduct of Phase II of the project which began with subdividing the final report of Phase I (Interpretive Study on Preparing the Disadvantaged for Jobs) into four sections (Disadvantagement, Specific Disadvantaged Groups, Job Training for the Disadvantaged, and A Survey: Cooperative Job-Oriented Programs) and preparing a "popular" summary of the final report (The Disadvantaged and Jobs). The survey of exemplary programs for training the disadvantaged for jobs (A Survey: Cooperative Job-Oriented Programs) was elaborated into a publication based on case studies of 15 exemplary programs (Industry and Schools Cooperate in 15 Different Ways). A detailed set of instructions for conducting a local seminar (Seminar on Preparing the Disadvantaged for Jobs: A Handbook) was written for the Workshop program. State divisions of vocational education were contacted and invited to nominate participants for the Training Workshop, with the provision that these participants would agree to conduct a local seminar in one of the communities in the State subsequent to attending the Workshop. The Training Workshop, which was to include a "model local seminar" was oriented toward preparing each participant to function as the director of a local seminar. The project was to terminate with the conducting of local seminars by each of the participants. Thus the conceptualization of the dissemination project and the plan of evaluation centered on the products of several local seminars in terms of stimulating cooperation and concerted job-oriented programs which involve industry, public schools and other agencies.

The limitations of the evaluation are centered in three major factors and conditions:

1. The model local seminar which was conducted as part of the Training Workshop could hardly be rated as a "model" local seminar. This seminar is discussed more fully in a subsequent subsection; suffice it to indicate at this point that both the program and the attendance were disappointing.[2]

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[2]In fairness to the participants at the Training Workshop, failure to stage a "model" local seminar did not color their reactions to the Training Workshop. Of the 15 participants who responded to the Training Workshop Evaluation Form, only one rated the model seminar as "excellent" or "good," and 10 rated it as "somewhat below average" or "poor." By contrast nine participants gave an overall rating of "excellent" or "good" to the Training Workshop, and only three rated it "somewhat below average."

Examination of the responses received from 20 participants to the Training Workshop Participants' Follow-Up Questionnaire do not reveal that failure to stage a "model" seminar prevented their organizing and directing such a seminar. At the time this section was written, three participants in the Training Workshop had conducted a local seminar, four indicated that they planned to conduct a seminar, five indicated that they were uncertain, and seven of the 20 definitely indicated that they do not plan to conduct a seminar. One participant conducted a staff seminar dealing with training the

2. The majority of the participants in the Training Workshop were members of the professional staffs of state divisions of vocational education. Of the 26 participants in the Workshop, 19 were employed in state divisions of vocational education, two represented university-based teacher education programs, and five were representatives of local education agencies. There is a reason to believe that the persons who were nominated and who attended the Training Workshop may not have been the appropriate persons to organize and direct a local seminar.

The year 1969 was a difficult and trying one for personnel in state divisions of vocational education. States were hard-pressed to prepare acceptable State Plans for Vocational Education, many state divisions underwent reorganization and assignment of new responsibilities, and the level of Federal funding for programs was uncertain. In some instances, it was not possible to allocate the one man-month to the local seminar program that was required.

3. The University of Tennessee team may have pressed too hard for commitment to the program. Invitations to State Directors of Vocational Education clearly indicated that the agreement to conduct a local seminar was the "ticket of admission" to the Training Workshop, but some participants in the Workshop resented the requirement of making a commitment and filing a plan of action with the University of Tennessee team which would be made available to their State Directors. In some instances, the requirement of conducting a local seminar was not communicated to the participant.

Regardless of the reasons, the plan to base a major portion of the evaluation of the effectiveness of the materials and wherewithal to conduct local seminars on changes in behavior demonstrated by the participants was severely restricted by the fact that as of the date that this section was written, only three Workshop participants had conducted a local seminar. Of these three, only two local seminar directors provided the evaluation team with the completed forms. The third local director conducted the seminar too late for the returns to be included in this report.

Examination of the materials produced by the University of Tennessee team indicated that they might serve useful purposes other than as the basis of generating more programs featuring cooperation between industry and the schools. Consequently, the follow-up questionnaire was revised to elicit information regarding the use of materials in the development of programs for the disadvantaged at state and local levels.

Overall Reactions to the Program

This subsection of the evaluation report is directed toward the overall reaction to the program as conceived by the University of Tennessee team. It is based on responses to the follow-up questionnaire which was sent to

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disadvantaged, but did not follow the guidelines prepared by the University of Tennessee team, and did not use the University of Tennessee materials.

all Training Workshop participants approximately five months following the Workshop.

As was indicated previously, completed follow-up questionnaires were received by the evaluation team from 20 of the 26 participants in the Workshop. The questionnaires were mailed directly to the evaluation team in an effort to obtain unbiased and frank responses. Of the 20 who responded, 14 rated the total program "excellent" or "good," and only three rated it "somewhat below average" or "poor." The strong points in the program were the materials and the organization and expertise of the University of Tennessee team. The model local seminar was cited most frequently as the weakest point in the program. One participant remarked that ". . . we never fully recovered from the first morning's program."

The evaluation team was interested in determining whether participation in the program had changed the behavior of the participants, especially with reference to becoming more aware of the problems of educating the disadvantaged for jobs. Reactions to the four questions that dealt with this general area must be conditioned by the fact that many participants were already heavily involved in working with the disadvantaged, and at most the University of Tennessee's program might sensitize them only moderately. The four questions that dealt with this area are given as follows:

> To what extent has this program increased your awareness of the problems of developing programs to train the disadvantaged for employment?

Ten of the 20 participants indicated that the program had increased their awareness to a "very great extent" or a "great extent," and eight indicated that it had increased their awareness to a "moderate" extent.

> To what extent has participation in the program equipped you with knowledges and understandings that will enable you to develop more effective job-oriented programs for the disadvantaged?

Seven of the participants checked either to a "very great extent" or "great extent," and 11 participants checked "moderate."

> To what extent has your awareness of the potential for developing cooperative programs between private industry and public schools been enhanced by participation in this program?

Five of the 20 participants checked either "very great extent" or "great extent," and 12 checked "moderate."

> To what extent has your awareness of the potential for developing joint programs between the public schools and other community agencies been enhanced by participating in this program?

Seven participants checked "very great extent" or "great extent," and ten participants checked "moderate."

In light of the fact that of 80 possible responses to these four questions, only 10 were negative--i.e., "little extent" or "no extent" checked, it seems reasonable to conclude that the changes produced were in a desired direction. In that many of the participants were already involved with programs for training disadvantaged, and were aware of many opportunities for cooperative efforts involving schools, industries, and other agencies, a moderate incremental change may be all that could be expected. On producing changes in behavior, the evaluation team rated the performance as "excellent."

The Evaluation of Materials

This subsection of the evaluation section is directed toward Objectives 1 and 2 as were specified in the initial subsection of this section. These two objectives pertain to repackaging information from the interpretive study (Phase I), and to the development of a model seminar-planning package.

Taking into account the constraints of time and fiscal resources, the evaluation team rated the job of repackaging and the preparation of the model seminar-planning package as "excellent." This rating is based both on the effort exerted to produce usable packages and on the limitation of resources that precluded the packaging of the materials into "hot lead" type of productions which would have enhanced the attractiveness of the product.

The evaluation of greatest interest, however, is not supplied by the evaluation team, whose members are likely to be conscious of the constraints, but by the users--the members of the Training Workshop and the participants in the local seminars. In assessing the products, a standard of comparison is desired, but difficult to apply. A reasonable standard to apply is that the ratings accorded by the users should be at least "good" on a qualitative scale ranging from "excellent" through "good," "average," "somewhat below average" to "poor." Using this arbitrary standard, each of the publications is examined on the ratings supplied by the target groups.

Responses are summarized for the Training Workshop Evaluation Form (TWEF) and for the Training Workshop Participants' Follow-Up Questionnaire (TWPFQ).

Publication	Form	N	E-G	Aver.	SBA-P	N/R
Interpretive Study on Preparing the Disadvantaged for Jobs (Final Report)	TWEP	15	13	1	0	1
	TWPFQ	20	14	5	0	1
The Disadvantaged and Jobs (Final Report Summary)	TWEP	15	14	0	0	1
	TWPFQ	20	15	4	0	1
A Survey: Cooperative Job-Oriented Programs	TWPFQ	20	11	6	2	1

(continued)

Publication	Form	N	E-G	Aver.	SBA-P	N/R
Industry and Schools Cooperate in 15 Different Ways	TWEF	15	12	3	0	0
(Exemplary Program Summary)	TWPFQ	20	10	9	1	0
Seminar on Preparing the Disadvantaged for Jobs: A Handbook	TWEF	15	15	0	0	0
	TWPFQ	20	16	3	0	1

The data presented above indicate that the highest ratings were assigned to the seminar handbook (Seminar on Preparing the Disadvantaged for Jobs: A Handbook). At the conclusion of the Training Workshop, all 15 participants who responded rated this publication as "excellent" or "good." In the follow-up study, 16 of 20 respondents rated the publication as "excellent" or "good."

The final report (re-entitled Interpretive Study on Preparing the Disadvantaged for Jobs) and the final report summary (The Disadvantaged and Jobs) received slightly lower ratings. Of the 15 Training Workshop participants, 13 rated the final report as "excellent" or "good," one rated it "average" and one did not respond. The results of the follow-up questionnaire indicated that 14 of 20 respondents rated the report "excellent" or "good" and five rated it "average." There was one nonrespondent. With regard to The Disadvantaged and Jobs, all 14 Training Workshop participants who responded rated the report "excellent" or "good." Fifteen of the 19 respondents who returned the follow-up questionnaire rated the report as "excellent" or "good," and four rated it "average." There was one nonrespondent.

The lowest ratings were assigned to the exemplary program publications. The survey of the exemplary programs (A Survey: Cooperative Job-Oriented Programs) was not rated during the Training Workshop, but received ratings of "excellent" or "good" from 11 of the 19 respondents on the follow-up questionnaire. Six respondents rated it "average," and two respondents rated it "somewhat below average" or "poor." The summary of exemplary programs (Industry and Schools Cooperate in 15 Different Ways) received "excellent" or "good" ratings from 12 of the 15 Training Workshop participants, but received "excellent" or "good" ratings from only 10 of the 20 participants on the follow-up questionnaire. Of the latter group, nine rated the publication "average" and one gave it a rating of "somewhat below average" or "poor."

The external standard set forth at the beginning of this subsection for performance on these ratings was not met by the ratings. Yet, the majority of respondents rated the materials "excellent" or "good." On the basis of evidence obtained, the evaluation team rated the attainment of Objectives 1 and 2 as satisfactory, but not outstanding.

Training Workshop

The third objective of the project undertaken by the University of Tennessee team called for the conduct of "a training workshop to develop a

trained cadre of vocational-technical educators capable of, and committed to, the conduct of dissemination seminars dealing with the theme of this project." In order to attain this objective, invitations were extended to vocational-technical educators throughout the nation to attend a model seminar and participate in training sessions. Representatives from 25 states attended these meetings which were conducted in Lexington, Kentucky, August 5-7, 1969. In the discussion that follows these two strategies will be assessed.

The model seminar and the training sessions were evaluated by Dr. B. Eugene Griessman, a member of the North Carolina State University evaluation team. He served as a participant-observer and administered the instruments that had been designed for the evaluation of the local seminars and for the evaluation of the Training Workshop.

Assumptions of the Approach

Several basic assumptions appear to be implied by the seminar approach: (1) that opening lines of communication between schools, business, and government agencies will lead to effective help for the disadvantaged; (2) that the lines of communication between these organizations are not sufficiently open at the present time; (3) that seminars which focus upon disseminating information and influencing attitudes can lead to facilitating linkages between organizations which will eventually aid the disadvantaged; (4) that seminars for assisting the disadvantaged do not require the active participation of disadvantaged persons.

The Model Seminar

Characteristics of the participants

Approximately 30 local participants attended at least one session of the model local seminar, in addition to the 27 participants from 25 states in the Training Workshop. The attrition rate was so high that when the instrument entitled Evaluation of the Seminar for Preparing the Disadvantaged for Jobs was administered at the end of the day's program, only nine local participants were present to complete this instrument.

The following characteristics are those that were given on the completed instruments by the 27 participants in the Training Workshop and the nine local participants:

Type of Organization Represented

Education	29	(80.6%)
Business	6	(16.7%)
Public Agency	1	(2.8%)

Race-Ethnic Group		
White	23	(63.9%)
Black	11	(30.6%)
Spanish-American	1	(2.8%)
Other	1	(2.8%)
Sex		
Male	30	(83.3%)
Female	4	(11.1%)
No Response	2	
Age Categories		
25-34	7	
35-44	8	
45-54	14	
55-63	5	
No Response	2	

Local participation

Local participation was unexpectedly low. This proved to be a crucial factor that influenced many of the outcomes of the model seminar and the training sessions. One local businessman attributed the small number of local participants to a general lack of interest among local people. He explained that the Lexington metropolitan area was undergoing an unparalleled economic boom, that unemployment rates hovered around one percent, and that there was little need to be concerned about finding ways to hire the disadvantaged. Most employers felt that if a man wanted a job, he could get one. He further maintained that he had tried to persuade the University of Tennessee team to choose another site for the conference. "It's a shame to have it here," he asserted. "The economy is operating at peak level. The employers of this area are employing everyone they can get their hands on. We have a vocational school that has been open for only one year and it is already running over with students." In reality, the picture may not have been as bright as he indicated. Several participants indicated that a considerable amount of poverty was present in the Lexington area.

The embarrassingly small number of participants was in marked contrast to three earlier seminars. These had been conducted by the team in Knoxville, Denver, and Harlem, and impressive attendance was reported at each.

Two factors seem to account for the problem. First, invitations were mailed by the Chamber of Commerce to businessmen only eight days prior to the meeting. This probably did not allow sufficient time for planning. Second, some key business and industry leaders were not convinced that there was a real need for the seminar.

The model seminar program agenda

The agenda called for formal presentations from the participating organizations during the morning. In the afternoon, discussion groups were formed, i.e., each group contained educators, businessmen, and community agency representatives. Members of the University of Tennessee team met with the respective groups in the capacity of resource leaders. Ideas and recommendations from the discussion groups were presented to all seminar participants after the participants were reassembled.

The first formal presentations were designed to assess the Lexington situation from several points of view. Mr. Foster, the Lexington representative of the Employment Security Division (ESD) reported on several programs that had been in operation. The MDTA program, he felt, had been effective for the girls, but not for the boys. "The most successful program for the boys has been drafting." He maintained that most of the disadvantaged in the Lexington area were white, not black. Mr. Foster felt that the general lack of success in recruiting the disadvantaged was lack of transportation. He further noted that legal restrictions prohibiting the dropout under age 18 from holding full employment were a barrier. He announced that the Vocational Opportunity Program (VOP) held promise for welfare recipients. Other specific problems that he mentioned involved placement of individuals with criminal records and getting promotions for black workers who had been placed.

Two of the participants took issue with the optimistic description of the Lexington employment situation. The local director of the Urban League and the local Community Action Program (CAP) representative reported that there were areas in Lexington where deep poverty existed. One of the speakers reported that there were nine census tracts in Lexington where 40 percent of the residents lived below the poverty guideline. "Yet the city fathers say that Lexington has no poverty." Each of these presentations proved to be illuminating and thought-provoking.

Following these presentations, several exemplary programs from other areas were described. Interesting speakers were chosen from several types of organizations. An attempt had been made to survey programs throughout the nation in order to bring in reports of programs that had particular relevance to the Lexington area. No presentation based upon the experience of a Lexington business or industry was made.

Reactions of the Participants

Several items on the interview schedule were designed to elicit the participants' responses to the materials. These are indicated below, based on 36 respondents.

Item	Rating Percent					
	Ex.	Good	Average	Fair	Poor	Omit
The materials that summarized the study of the disadvantaged	19.4	41.7	27.8	5.6	0	5.6
The summaries of exemplary programs	22.2	38.9	27.8	5.6	0	5.6

	Rating					
	Str. Agree	Agree	?	Disagree	Str. Disagree	Omit
The material presented seemed valuable to me.	11.1	58.3	19.4	11.1	0	0

These responses indicated that the materials were favorably received by the participants. The participants volunteered the following comments:

The material was bulky, and I only briefly looked at it.
Some things were redundant.
Review of literature, excellent.
Excellent summary of identification of problem.
Excellent summary of approaches to the solutions.
Can use some of the methods.
I feel that at this point only the materials sent and given me would enable me to say this event was productive.
I have been sensitive to the need for some time; the materials gave some clear-cut ideas as to how to tackle the problem.

The Training Session

The agenda

The training session involved presentations by the University of Tennessee team. These were based upon materials the team had designed to assist in setting up a local seminar. The team made a careful effort to go through the procedures step-by-step. An effort was made to utilize the shortcomings of the model seminar as a means for improving the overall strategy of conducting seminars. After several hours had been devoted to recommended procedures for a local seminar, a session was set aside in which the trainees from the various states developed tentative plans for their respective states. Those trainees who completed the plans turned them in to the director of the Workshop. These were then edited, typed, and mailed to the appropriate officials in the various states.

The reactions of the participants

The team's attempt to assess what had gone wrong in the model seminar was generally accepted sympathetically. "We knew somebody had goofed," one trainee summed it up, "but the team then responded like real pros."

Only 15 of the 27 participants completed the Training Workshop Evaluation Form. The trainees reacted to the Workshop in the following manner.

Item	Rating				
	Excellent	Good	Average	Somewhat Below Average	Poor
Overall impression of the Training Workshop	2	7	3	3	0
Model local seminar	1	0	4	4	6
Effectiveness of the planning sessions	0	0	8	6	1

The responses of the trainees indicate that not many had read the materials carefully, although practically all had scanned them. Their ratings of the printed materials are listed below.

Material	Rating					
	Excellent	Good	Average	Somewhat Below Average	Poor	N.R.
Final Report	8	5	1	0	0	1
Handbook for Conducting Seminars	8	7	0	0	0	0
Final Report Summary	10	4	0	0	0	1
Exemplary Program Summaries	5	7	3	0	0	0

These trainees, who did not hesitate to give low ratings to certain parts of the Workshop agenda, obviously liked the printed materials. The highest ratings went to the concise summary of the final report and the lowest to the summary of exemplary programs. Actually, a very few negative comments were written on the instruments. These included complaints of vagueness, lack of accuracy, and failure to specifically show how goals were achieved. However, most of the trainees were impressed. One called the layout "exceptional." Interestingly, 11 of the 15 indicated that they would have been willing to purchase a report had it not been provided free.

Conclusion

Failure to secure local participation in the model seminar had deleterious effects upon both the seminar itself and the training session. This may be attributed to site selection, failure to interest local representatives, or faulty implementation of enlistment procedures. In any case the team must receive a low rating.

On other points the plan and its implementation by the team merit high ratings. The members of the team made a good impression upon the trainees; they conducted all of the sessions in a professional manner; and they exhibited a friendly and cooperative spirit toward both model seminar participants and trainees.

The presentations during the model seminar were informative and interesting. Failure to enlist an individual who could describe local programs by business and industry might be viewed as a shortcoming.

The conduct of the training session was adequate. The presentations of recommended procedures for setting up local seminars involved very basic considerations. Indeed, they may well have been too basic for the general level of expertise possessed by the trainees. The group, however, was not a homogeneous one. Some of the trainees apparently needed the guidance that was provided. "This is the first workshop I have ever attended," one trainee remarked, "where I was told exactly what I should do in preparing for a seminar of this kind."

The University of Tennessee team made it clear that each participant was expected to prepare a tentative schedule for a seminar in his own state. Some of the individuals objected to this tactic as a form of arm-twisting. In some cases their objection to preparing this document was well taken inasmuch as some of the trainees were representatives (without real decision-making authority) of higher level officials. Also, the fact that the project proposal required that the local seminar be conducted within a rather brief period of time was another handicap. Objections of the trainees notwithstanding, the tactic of securing a tentative schedule can be viewed as a strategy for securing commitment to the local seminar idea. Viewed this way, the plan was consistent with the stated objectives which called for developing a cadre of vocational-technical educators who were committed to the conduct of dissemination seminars.

Finally, the seminar might well have profited by somehow obtaining an input from disadvantaged persons themselves. At least the model seminar provided an opportunity for experimenting with the idea. Its impact might then have been assessed during the training session.

Technical Assistance

The fourth objective of the program dealt with providing technical assistance to the Training Workshop participants in organizing and conducting the local seminars. The follow-up questionnaires indicated that only five of the 20 participants requested technical assistance from the University of Tennessee team. Four of the five participants who requested assistance rated the assistance provided "excellent." The fifth respondent, who did not rate the assistance provided, indicated that the University of Tennessee team was invited to attend the local seminar, but that it was not possible for a member of the team to attend.

The University of Tennessee team supplied copies of materials on request, and these materials were sent promptly. Why additional assistance was not requested and received is difficult to ascertain, especially when "free" consultation was built into the program. Any answers to this question represent conjectures. Undoubtedly, the failure of the University of Tennessee team to demonstrate a model local seminar during the Training Workshop was one factor. But an equally plausible explanation is that the Handbook for the local seminar director represents a complete dossier on the points to be covered in planning and conducting the seminar. Then, too, the fact that many participants were not in a position to conduct a local seminar may have been a factor in not calling on the University of Tennessee team.

Despite the meager evidence on the extent to which the objective was attained, the evaluation team rated the attainment of this objective as "excellent." The rating is based both on the ratings supplied by the participants who called on the team for assistance and on the overall quality of the Handbook.

Use of the Materials by the Participants

Although the goal of the total project was to stimulate increased cooperative activity between industry, public schools, and other agencies in providing job-oriented education programs for the disadvantaged, the project has had other unanticipated effects which should not be overlooked in the evaluation of the program. As was indicated previously, the majority of the participants were members of the professional staffs of state divisions of vocational education, and these persons were heavily engaged in programs dealing with the disadvantaged. Ten of the 20 participants who responded to the questionnaire indicated that they had been given increased responsibility for developing programs dealing with the disadvantaged since they attended the Training Workshop. The increased responsibilities ranged from special assignments in conducting staff seminars to an appointment as a supervisor of programs for the disadvantaged in a state division of vocational education.

Fourteen of the 20 respondents indicated that they had used one or more of the publications prepared by the University of Tennessee team in their work since completing the Training Workshop, and six respondents indicated that they had not used a single reference since the Workshop. It was interesting to see how these six respondents viewed the overall program conducted by the University of Tennessee team. Two rated it "excellent" or "good," two "average," and two "somewhat below average" or "poor."

The Handbook (Seminar on Preparing the Disadvantaged for Jobs: A Handbook) was the publication which had received widest use. Fourteen of the 20 participants indicated that they had referred to this work. In addition to having been used to organize the seminars that were conducted, this publication had been used as a model document to organize other seminars, as a reference source in state divisions of vocational education, and as a reference book in graduate courses in education.

The final report (Interpretive Study on Preparing the Disadvantaged for Jobs) and the final report summary (The Disadvantaged and Jobs) were used by 13 and 11 of the respondents, respectively. The final report was used in the development of a state plan for vocational education, as a reference for staff seminars, and as a general reference by the participants, in addition to its being used in planning the local seminars that were conducted.

The survey of exemplary programs (A Survey: Cooperative Job-Oriented Programs) and the summary of exemplary programs (Industry and Schools Cooperate in 15 Different Ways) were used by 10 and 11 of the 20 participants, respectively. In addition to using the references in planning local seminars, the two publications were used as demonstration references and source materials for developing new programs for the disadvantaged, and as general references.

It is interesting to note that only one respondent indicated that the published materials were used in the development of an exemplary program or project proposal under the provisions of Part D of the Vocational Education Amendments of 1968. The two exemplary program publications should have provided a rich source of ideas for the development of proposals under this part of the Act. Apparently lines of communication break down in state divisions of vocational education concerning the possibilities of programs in different parts of the Vocational Education Amendments. The reports were used to develop the program for the disadvantaged under Part B of the State Plan for Vocational Education, but not as a source of ideas for proposals to be submitted under Part D.

One further disquieting note should be observed with respect to the dissemination activities. The two seminar participants who reported that they conducted local seminars in the follow-up questionnaire did not make full use of the materials that were specifically prepared for the participants in the local seminars. Two of the publications were prepared specifically for the local participants. These publications were to have been made available to participants in local seminars either prior to or during the local seminars. One local seminar director (Training Workshop participant) reported that 100 invitations were mailed, and that 86 registered for the local seminar, yet he reported that he distributed only 12 copies of The Disadvantaged and Jobs (the final report summary) and 12 copies of Industry and Schools Cooperate in 15 Different Ways (the exemplary report summary). Another local director reported that he invited 300 participants, and that 134 registered. Yet he reported that he distributed 200 copies of The Disadvantaged and Jobs and only 24 copies of Industry and Schools Cooperate in 15 Different Ways. The reactions of the local participants to these publications indicate that a majority did not receive the publications.

The conclusions drawn from studying data regarding the use of the publications indicate that the publications have wider use than that of stimulating cooperative activities between industry, public schools, and other agencies. They have been used for a variety of purposes, which augurs well for their utility; but it is doubtful if their potential has been fully exploited. This is suggested by the comments regarding the

almost total lack of use of the publications in the development of exemplary programs and projects under Part D of the Vocational Education Amendments of 1968. The press of duties and responsibilities of the participants in their regular assignments precludes the evaluation team from assuming that all participants should have used the materials. On this basis, the attainment of the tacit objective which was added by the evaluation team, dealing with the use of materials in program development, is rated satisfactory, but not outstanding.

Closely related to the use of the materials by personnel in organizations of which the participant is a member is the effectiveness of the participant as a distributor or disseminator of the materials. Widespread dissemination of the products of the University of Tennessee project should have been an outcome of the project. The following data indicate the extent of dissemination activities carried on by the participants:

Publication	Number of respondents who indicated that they distributed one or more copies	Number of copies distributed
Interpretive Study on Preparing the Disadvantaged for Jobs	12	92
The Disadvantaged and Jobs (Final report summary)	12	395
A Survey: Cooperative Job-Oriented Programs	9	66
Industry and Schools Cooperate in 15 Different Ways (Exemplary programs summary)	12	106
Final Report sections		
Disadvantagement	10	62
Specific Disadvantaged Groups	11	72
Job Training for the Disadvantaged	11	66
Seminar on Preparing the Disadvantaged for Jobs: A Handbook	15	147

Fifteen of the 20 respondents indicated that they distributed one or more copies of at least one publication prepared by the University of Tennessee team, and all 15 of the respondents distributed copies of the Handbook. Seven of the 20 respondents distributed one or more copies of all five major publications, excluding the final report sections. Single copies that were distributed were routed among staffs in state divisions of vocational education. There were instances where the publications were distributed and used in staff meetings and seminars. As an instrument of dissemination, the participants' role in dissemination is rated "moderate" by the evaluation team. It seems reasonable to expect that the effort put

into the total program should have resulted in wider dissemination of the timely and potentially useful materials.

The Local Seminars

Thus far Section V has dealt with the four main objectives of the target proposal.[3] The evaluation team judged that these four objectives have been satisfactorily attained, and the repackaging of materials, the preparation of the model seminar-planning package, and the technical assistance available to Training Workshop participants merit an "excellent" rating.

Now attention is directed to the evaluation of the local seminars. This part of the program was not specified in the objectives, except that Objective 4 indicated that a trained cadre of local seminar directors, capable of and committed to the conduct of dissemination seminars would be developed. But the University of Tennessee team requested that the conduct of the local seminars be evaluated, and this subsection deals with that part of the program.

The Local Seminar Program

Rationale of the program

The total program projected by the University of Tennessee team was to converge on the local seminars. In these local seminars, representatives of industry, public schools, and other agencies were to meet for an intensive one-day seminar to explore possibilities of cooperative efforts in preparing the disadvantaged for jobs. The package of materials was prepared expressly for the planning and conduct of the one-day seminar. The Training Workshop had as its major purpose the training of 30 local seminar directors, one from each of 30 states.[4] Materials were prepared for the local seminar director, for speakers at local seminars, and for participants at the local seminar. The plan called for the local seminar directors to invite approximately 100 persons to each local seminar, so that the program eventually would have reached approximately 3000 persons. Action was the theme. These seminars were not to be a day of reflective thought, but the prelude for generating programs in local communities addressed to the specific problems of the disadvantaged. The seminars would provide a forum for ideas, and the group discussions would provide the means whereby leaders of various segments of the community would reach decisions as to how they might work more effectively toward common goals. Stimulation of a dialogue was an expectation, but what happened afterward was a more vital concern.

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[3] See supra, p. 26.

[4] Although 30 State Directors of Vocational Education were contacted, only 23 states were represented at the Training Workshop. There were 27 participants in the Training Workshop, but one agency sent two participants. Hence, 26 participants were contacted for the follow-up study of Training Workshop participants.

At the time that this evaluation report was written, only three of the 26 Training Workshop participants had conducted a local seminar, and the evaluative instruments were available for only two of the seminars. The local seminar phase of the program fell far short of the target; instead of conducting 30 seminars as was originally proposed, only three seminars have been conducted, and instead of reaching approximately 3000 persons through local seminars, approximately 300 have been reached.

On the surface, the performance of the total program merits a "poor" rating by the evaluation team with regard to engendering local seminars. The program has failed to deliver in terms of raw numbers. Prudence dictates, however, that such rating be withheld pending the examination of the conditions surrounding the low production rate. The evaluation team, therefore, will present an analysis of the strategy adopted by the University of Tennessee team with regard to the local seminars, and an analysis of the follow-up questionnaire submitted by the Training Workshop participants.

Analysis of strategy

The University of Tennessee team developed a strategy for maximizing the utilization of materials produced in Phases I and II of the program which, on the surface, seemed foolproof. First, they contacted State Directors of Vocational Education to solicit their cooperation in the program, and invited them to send a representative to the Training Workshop. The original letter clearly indicated that the "ticket to admission" to the Training Workshop was a clear-cut commitment that the Training Workshop participant would conduct at least one local seminar immediately upon his return to the State. Then the team produced a Handbook (Seminar on Preparing the Disadvantaged for Jobs: A Handbook) which outlined step-by-step procedures for organizing and conducting the local seminar. Further, the team proposed to "stage" a model local seminar in which the Training Workshop participants would function not only as participants in the model local seminar, but as observers of the techniques and procedures which had been tried out in three previously conducted local seminars.

The University of Tennessee team set out to accomplish a very difficult task. There were too many intervening variables over which they had no control. There was no way that they could have anticipated that the year 1969 was one of the most difficult years for State Directors of Vocational Education. Personnel in state divisions of vocational education were hard-pressed to prepare State Plans for Vocational Education, and they were not in a position to undertake additional responsibilities. Further, the appropriations of funds under the Vocational Education Amendments of 1968 were uncertain. New programs had been authorized, but the funds to support these programs had not been appropriated. Many state divisions of vocational education simply were not in a position to commit one man-month to the local seminar activity in the fall of 1969, despite the commitment made in the spring of 1969.

The pressing need of state divisions of vocational education was for program materials. Portions of State Plans for Vocational Education to provide for the disadvantaged and the handicapped had to be written. Much as

state division personnel might like to stimulate industry-public school cooperation efforts, program development undoubtedly had a higher priority.

The University of Tennessee program emphasized face-to-face contact, communication, and the stimulation of dialogue and action. To implement their program, they needed to identify persons with similar interests. Not every member of a state division staff has similar interests and outlooks. It is highly doubtful if these characteristics were taken into account in the nomination of Training Workshop participants. Further, relatively few professional personnel in vocational education have had extensive experience in working with industry and other agencies. For the program to have worked effectively, the persons selected for the program should have had interests and outlooks similar to those envisioned by the University of Tennessee team, and they should have had experience in working with industry and/or other agencies. Competent as the Training Workshop participants were, it is doubtful if they possessed these characteristics.

The University of Tennessee team committed two errors which, when compounded, contributed to the production of a product that was less than that which they desired. First, the team did not maintain control of the model local seminar. They arranged for the seminar to be conducted at a location outside of Tennessee by a professional educator who had not been a member of the team. Had one of the members of the University of Tennessee team maintained control of the model local seminar, some of the pitfalls that contributed to the "model" seminar being somewhat less than "model" might have been avoided. Then, second, they exerted strong pressure on the Training Workshop participants to commit themselves to a plan of action for the conduct of the local seminar. They requested that a plan be prepared, submitted to the team, who in turn would forward a copy of the plan to the State Director of Vocational Education. The University of Tennessee team was acting in good faith to fulfill their obligation to the U. S. Office of Education. The lesson to be learned here is that pressure may be extended beyond reasonable limits. It is a lesson that may be applied to similar seminars. There were indications that the Training Workshop participants resented the strong pressures that were exerted, and it is strongly suspected that this resentment was manifested in the negative reactions to the total program. It is interesting to note here that 3 of the 27 Training Workshop participants did not attend the last day of the three-day Training Workshop session. One may conjecture that one reason for absence was to avoid having to prepare a plan, based on only one day's work, which would be forwarded to an immediate superior.

These observations are made not in criticism of the University of Tennessee team, who were undertaking the faithful fulfillment of their contract, but as a warning to submitters of similar proposals and to project officers to avoid situations where such heavy pressures are afforded. Let the record show that the University of Tennessee team conducted a program in which procedures calling for strong commitment were included in the program, and let the record show that these procedures were not altogether successful. In research, a negative finding may be more significant in the long run than a positive finding.

One additional point needs to be made regarding the time frame of the project. Insufficient time was allowed in the projected time schedule to allow the Training Workshop participants to work the planning and conduct of the local seminar into their schedules. If the schedule proposed by the University of Tennessee team had been followed, then it would have been necessary to start planning for the local seminar immediately upon return to the place of employment. Additional time for this activity should have been allowed. Had an additional six months been allowed for conducting the local seminar, and had this time been extended to the University of Tennessee project, the results in terms of local seminars conducted might have been more favorable.

Analysis of participant responses

As was indicated previously, the most disappointing aspect of the total program was the failure of the participants to follow through in conducting local seminars. The evaluation team undertook to ascertain the reasons for not conducting the seminars.

Seventeen of the 20 respondents to the follow-up questionnaire reported that they had not conducted a local seminar. Of these 17 respondents, 15 did discuss the possibility of conducting a local seminar with their immediate supervisor. Four of these 15 actually established local advisory or planning committees, and three of the 15 explored the possibilities with other groups.

Four of the 17 respondents who have not conducted a seminar indicated that they plan to conduct one. Work load was given by two respondents as a reason for not having conducted a local seminar. One respondent who organized a local advisory committee cited the lack of interest of the local committee as the contributing factor in not following through. (Apparently this respondent intends to try again, perhaps with a different committee.) A fourth respondent reported breakdown in communications and changes in personnel as the contributing factors.

Five of the 17 respondents indicated a possibility that they might conduct a local seminar. Reorganization in state divisions of vocational education was cited as a factor by two respondents for their qualified response. The three other respondents indicated either that a need for the seminar had not been demonstrated or that commitment from "top level" people to be involved could not be obtained.

Seven of the 17 respondents indicated that they do not plan to conduct a local seminar. Two of these respondents indicated that a numberof activities were already underway in their states, and that they did no believe the seminar was needed. One indicated that a similar program had ecently been conducted in the state. One state-level person indicated tha he considered the seminar a local function. Another respondent candidlyadmitted that the state director of vocational education in his state did nt realize that he had made a commitment to conduct a local seminar--he just anted the

state to be represented at the Training Workshop. One respondent had left the state and another respondent did not give a reason.

Of special significance in this evaluation is the fact that at no place was the value of the local seminar questioned. But the analysis of the responses leads one to conclude that the activity was assigned a relatively low priority. It may be assumed that the time required for detailed planning was greater than expected at the time commitments were made. Further, many persons in education are relatively inexperienced in working with industry, especially in an area as new to vocational education as preparing the disadvantaged for jobs. The concept exemplified in the University of Tennessee program may well represent a concept which is not yet ripe. And in fairness to the participants, having been exposed to a local seminar that did not succeed, few persons are sufficiently brave to believe that they could overcome all potential obstacles to a successful local seminar on their first try.

Seminar participants were asked to list alternate activities in which leadership personnel could engage to stimulate cooperation between business, industry, and the public schools. No significant suggestions were forthcoming. One respondent indicated that business and industry already are involved with vocational-technical programs as members of advisory committees. Another stated that a number of pilot programs already are underway in the area. A third respondent called attention to the establishment of a Vocational-Technical Foundation for loans.

The lack of concrete suggestions for stimulating cooperative activity suggests that few of the participants have thought seriously about this type of activity or approach. Further work to stimulate interest in joint cooperation appears to be needed.

The Attainment of the Objectives of the Local Seminar

The following objectives were specified for the local seminars by the evaluation team, as guidelines both in planning and evaluating the seminars.

1. Seminar participants will demonstrate sensitivity to and awareness of the problems of preparing the disadvantaged for employment through the materials provided to the participants prior to the seminar.

2. Seminar participants will demonstrate a favorable attitude toward new programs designed to integrate industry and the school in developing new programs for the disadvantaged.

3. Seminar participants will demonstrate an increased awareness of the possibilities of establishing cooperative programs, and will demonstrate that they have established viable contacts with persons representing other areas in the development of these programs.

4. Seminar participants will make a commitment to continue the dialogue initiated at the seminar and to continue to explore avenues for cooperative efforts.

5. Seminar participants will organize and develop programs for initiating new job-oriented cooperative programs for training the disadvantaged.

Evidence on the attainment of the objectives is limited to the two local seminars that were conducted during the time frame set for the conduct of local seminars and for which copies of the completed forms (Evaluation of the Seminar for Preparing the Disadvantaged for Jobs) were sent to the evaluation team. A further restriction on the value of these data is the fact that of 154 persons registered at one seminar only 56 completed the evaluation form; and of the 86 persons registered at the other seminar, only 31 completed the form. Thus, of the 240 persons registered, only 87 or slightly more than one third of the participants remained at the seminar throughout the day and completed the evaluation form.

Attainment of Objective 1

In reporting on Objective 1, the results are distorted by the fact that many of the participants did not receive the two publications prepared expressly for the local seminar prior to that meeting. For example, only seven of the 87 respondents reacted to the multi-colored pamphlet that summarized the study of the disadvantaged, suggesting that this pamphlet had not been made available to the participants.

Three items were included in the instrument to obtain an indication of the extent to which Objective 1 was attained:

13. The seminar materials helped me to develop a sharper awareness of the problems of preparing the disadvantaged for employment.

36. The materials that I received prior to (or at) the seminar positively affected my awareness of the need to provide job-oriented programs for the disadvantaged.

38. The seminar materials would have a positive impact on persons who were not already aware of the needs and problems involved in training the disadvantaged.

The reactions to the materials generally were favorable. Fifty-four of the 86 participants who responded strongly agreed or agreed with Item 13, and only 17 disagreed or strongly disagreed with this statement. Thirty-nine of the 68 participants who responded strongly agreed or agreed with Item 36, and only 14 disagreed or strongly disagreed. Fifty-nine of 72 participants who responded strongly agreed or agreed with Item 38, and only four disagreed or strongly disagreed.

These figures suggest that the respondents, taken as a whole, believed the potential impact of the materials to be greatest on persons who are less knowledgeable about the problems of educating the disadvantaged than upon the participants who may have been selected as seminar participants because of

their potential interest in and knowledge of the problems of educating the disadvantaged for jobs.

The evaluation team judged that Objective 1 was attained satisfactorily.

Attainment of Objective 2

The instrument entitled Evaluation of the Seminar for Preparing the Disadvantaged for Jobs included two items designed to obtain an indication of the extent to which Objective 2 was attained.

29. The possibilities of new programs developing as a result of this seminar.

39. This seminar has positively affected my attitude toward the problems of training the disadvantaged for employment.

Respondents were asked to react to Item 29 by checking one of five potential responses--"excellent," "good," "average," "fair," or "poor." Of 83 participants who responded, 48 rated the possibilities "excellent" or "good," and 18 rated the possibilities "fair" or "poor."

Forty-six of 72 participants who responded strongly agreed or agreed with Item 39 and only 12 disagreed. This objective also was considered to have been attained satisfactorily.

Attainment of Objective 3

Three items were included in the instrument to determine whether the seminar resulted in increased awareness of cooperative programs, Objective 3 of the local seminar program:

14. The public schools and private industry should assume more responsibility for employment.

15. The seminar demonstrated clearly how groups can work together in providing more adequate education programs for the disadvantaged.

17. I doubt if any significant action will come from this seminar.

An overwhelming 82 of 85 respondents strongly agreed or agreed with Item 14, and no one disagreed. More to the point, 49 of 85 participants strongly agreed or agreed with Item 15, and only 13 respondents disagreed or strongly disagreed. The University of Tennessee team should be gratified with the extent of this favorable reaction.

With regard to future action, approximately one half of the repondents (43 of 85 respondents) strongly disagreed or disagreed with Item 17 and 23 respondents agreed or strongly agreed. The proportion of positive esponses is not especially impressive. Yet, if 43 respondents believe that one positive action will be generated as the result of one day's program, ten it

would seem that the day spent in this activity could be considered a valuable day.

Attainment of Objective 4

It was hoped that the seminar would initiate a continuing dialogue among persons representing diverse sectors in the community, and that this dialogue would result in more effective action and more appropriate programs. Four items were included to obtain information on the initiation of dialogue:

16. The dialogue initiated at this seminar should be continued.

18. I intend to follow up with contacts made at this seminar.

41. As a result of your contacts with the participants and consultants at this seminar, have you decided to seek some continuing means of exchanging information with any of them?

19. We should have more seminars like this one.

The evidence obtained indicated that this objective was attained most satisfactorily. Seventy-nine of 86 respondents strongly agreed or agreed with Item 16, and only one disagreed. Sixty-three of 80 respondents strongly agreed or agreed with Item 18, and only six respondents disagreed. Then 44 of 67 respondents indicated that they plan to seek some means of exchanging information with other persons at the seminar (Item 41) and 23 responded in the negative to this question. Thus, as items increased in commitment, the proportion of favorable responses tended to decrease. Finally, 66 of 86 respondents strongly agreed or agreed that there ought to be more seminars like the one that was held (Item 19) and only seven disagreed.

Attainment of Objective 5

Objective 5 pertains to the organization and development of programs that grew out of the seminar. The evaluation team considered the time too early to ascertain the extent of attainment of this objective. Two items furnish clues as to the extent to which existing programs have been modified or new programs developed:

31. As a result of your participation in this seminar, do you plan to modify your present or future programs for the disadvantaged?

32. As a result of your participation in this seminar, do you plan to initiate or help to initiate new programs for preparing the disadvantaged for employment?

Forty-four of 72 respondents indicated that they plan to modify programs as the result of this seminar, and 40 of 65 respondents indicated that they plan to initiate new programs for preparing the disadvantaged (Item 33). If these responses represent a firm commitment, then this objective will have been attained in an excellent manner.

Detailed Reactions to Local Seminars

The plan for evaluation provided for the one member of the evaluation team to visit eight local seminars, and write a detailed participant-observer report on the conduct of the seminars. Such an approach would have provided a more accurate assessment of the effectiveness of the local seminars. Unfortunately, the two local seminars that were conducted prior to the preparation of this report were conducted on the same day, and previous commitments prevented two of the members of the evaluation team from participating in this activity. Hence, a participant-observer report was obtained for only one seminar, the one held at Little Rock, Arkansas.

This subsection duplicates some of the information presented in the previous subsection, where the responses were organized around the objectives of the local seminar, but this subsection does provide more detailed information on each of the two local seminars.

Reactions to the Arkansas Local Seminar

This subsection of the report presents a summary evaluation of the Arkansas Seminar, held at Little Rock, Arkansas. Data are available for 31 participants. The second part summarizes the instructional aspects of the seminar. The third part reports the reactions of the participants to the open-ended questions. An attempt is made in this section to summarize the strengths and weaknesses of the seminar, as viewed by the participants.

Instructional aspects of the seminar

The first 29 questions on the instrument entitled Evaluation of the Seminar for Preparing the Disadvantaged for Jobs deal either directly or indirectly with some aspect of the instructional program. This part of the report will summarize the major strengths and weaknesses as viewed by the participants.

The major weakness of the seminar was that too little time was allowed for informal conversation; 25 of the 31 participants agreed that there was not enough time for informal conversation. No other serious criticisms were indicated, although ten of the participants indicated that the schedule should have been more flexible, and almost one-third of the participants (9) doubted if any significant action would come from the seminar.

The most positive reaction to the seminar was to the effect that the schools and industry should assume more responsibility for preparing the disadvantaged for employment (30 of 31 participants agreed with this statement). Other positive reactions to the seminar were that the purposes of the seminar were clear (27 of 31), that the dialogue initiated at the seminar should be continued, and that the participants intended to follow up with contacts made at the seminar (27 of 31). All 31 participants omitted the question dealing with the multicolored pamphlet and only 23 of the 31 rated the statement dealing with the summaries of exemplary programs.

Participant reaction

In response to the question regarding what purposes were achieved during the seminar, the principal response was that industry and education were learning to work together and that the exchange of information was mutually beneficial.

Sixteen of the 31 participants indicated that they planned to modify their present or future programs for the disadvantaged. The major modifications that were mentioned included more cooperation and open discussion with industry, more recruitment of the disadvantaged on the part of industry, and an improvement in the counseling programs for the disadvantaged.

Sixteen of the 31 participants reported that they planned to initiate new programs for preparing the disadvantaged for employment. The new programs suggested were cooperative programs, programs to improve communication, and matching training programs with job needs.

With respect to the materials which had been prepared specifically for the seminar, less than half of the participants (12 of 31) reported that the materials they received prior to, or at the seminar had positively affected their awareness of the need to provide job-oriented programs for the disadvantaged, while about two-thirds of the participants (20 of 31) felt that the seminar materials would have a positive impact on persons who were not already aware of the needs and problems involved in training the disadvantaged before they attended the seminar or read the seminar materials.

Nearly two-thirds of the participants (19 of 31) agreed that the seminar had positively affected their attitude toward the problems of training the disadvantaged for employment. When asked how their attitudes had changed, the participants indicated that they had a better understanding of the disadvantaged and that they felt a need to provide assistance in the development of programs to employ larger numbers of disadvantaged youth.

Most of the participants (22 of 31) reported that they decided to seek some continuing means of exchanging information with the participants and consultants at the seminar. The types of information needed included information regarding the kinds of jobs that are available to the disadvantaged and the handicapped, which agencies provide assistance to the disadvantaged, ways and means of obtaining the names of people actively seeking employment, and information regarding the role of manpower programs in helping the labor force.

Participants were asked to list the major strengths of the seminar. The principal strength mentioned most frequently was that the seminar had established lines of communication between education and business. In addition, a frequently mentioned strength was that the seminar had helped them to become aware of the problems of the disadvantaged.

The major weakness of the seminar was that not enough time was available to cover the large body of material included in the seminar. In addition, the seminar was criticized for not coming up with a concrete plan of action regarding how to solve the problems which were discussed. Also, there should have been fewer speakers and more in-depth group discussions.

The participants were asked to indicate what they thought were the main problems that they faced in conducting programs for the disadvantaged. A number of the participants indicated that financing and staffing were their main problems. In addition, several participants were concerned about what specific steps they needed to take in order to conduct programs for the disadvantaged. There was some concern among educators that industry was not providing them with enough specific information about jobs that are available to the disadvantaged.

Very few of the participants made general comments about the seminar. Those who did stated that they felt the seminar was successful and, generally speaking, quite interesting and stimulating.

Participant-observer's reaction

The Arkansas seminar on training the disadvantaged was conducted in Little Rock on Wednesday, December 3, 1969. Approximately ninety persons registered for the conference. No registration fee was charged. (This fee had caused some complaints at the Kentucky seminar.) Fairly even participation from business, industry, the school system, and public agencies was apparent.

This was the first state seminar to be held after the model conference that was conducted in Kentucky. At that conference, participants from the states had complained that the time limitation stipulated by the contract with the Office of Education did not allow adequate time for planning, preparation, and promotion. To some extent the Arkansas seminar indicated that this was a valid criticism. Mr. Raymond F. Faucette, Director of the Arkansas Seminar, told me that the preparation for the seminar amounted to an added burden to his already full schedule. In fact, he had to leave for a meeting in Forrest City, Arkansas, some 100 miles distant, shortly after the seminar was completed. The rush to get the seminar scheduled also resulted in some minor oversights on the program; but on the whole, the program itself seemed to this observer to be adequate for the occasion.

Several important persons from the state were present. The conference was legitimized by a welcome speech from the State Commissioner of Education. (No top ranking official was present at the Kentucky Conference.) It was evident that the seminar had been promoted through the media. Cameramen were present from two television stations and an additional cameraman was sent by the State Information Department. Their presence seemed to enhance a feeling that the meeting was important.

In the morning session nine participants on a panel presented brief (six-minute) presentations about their particular programs. The participants kept on schedule. The spectrum of programs was rather wide.

Not all of those attending the seminar remained for its conclusion. It appeared that approximately one half of the participants were present at the end of the afternoon session.

The materials that were distributed were attractive and well-written. With the exception of one handout, the materials from the University of Tennessee were not utilized. Apparently, an insufficient quantity was obtained for distribution. None of the materials were mailed to the local participants prior to the meeting.

The printed program included a statement of the seminar objectives. These are as follows:

1. Consideration of existing programs for providing vocational training for the disadvantaged in the Little Rock area, provided by industry, the schools, and community agencies. The presentation by the panel was an attempt to meet this objective. These presentations were necessarily brief; and because of this fact, also sketchy. It would have been helpful if participants had been provided with a list of the various agencies, relevant services, names, addresses, etc. Perhaps this can still be done.

2. Explanation of the problems facing disadvantaged people in vocational programs and employment. This objective was attained by means of speeches and discussions by public agency personnel and representatives of industry.

3. Review a selected program from another city which is providing training that encompasses the disadvantaged through school and business. This objective was attained by presentations by representatives from the Springfield, Missouri area.

4. Suggest ways and means by which local efforts, especially school efforts, can be coordinated to achieve greater effectiveness. An attempt to attain this objective was made through small discussion groups. These groups were organized on the basis of the organizational relationships of the individual participants. For instance, industry people met with industry people and school officials and teachers met with school officials and teachers. Then a report from each of the groups was presented to the entire body. It is questionable whether this was the most feasible approach to attaining the objective. Schoolmen already spend too much time talking only to schoolmen. It would appear that more could have been accomplished if businessmen had had an opportunity to work together on committees with schoolmen. In all fairness to the Arkansas seminar, however, it must be mentioned that the Director of the Seminar indicated that he plans to distribute recommendations from the discussion groups to all those who took part in the seminar.

The representatives of business and industry who were actively involved in planning the seminar seemed to be enthusiastic about prospects for greater cooperation between the schools, industry and business. According to one official of a large industry in the Little Rock area, little communication between the two sectors had been occurring prior to the seminar. He felt that the seminar could be an important breakthrough in improved communication.

On the whole the seminar suffered somewhat from insufficient time for preparation and promotion. However, presentations were made by knowledgeable people about important programs. Moreover, key people from business, industry, public agencies and the schools were present. The Director of the Seminar, Mr. Faucette, handled himself well and received excellent support from

committee members and other administrators from the Arkansas State Office of Education. These administrators expressed the hope that similar seminars would be conducted throughout the state.

Reactions to the Oregon Local Seminar

This section of the report presents a summary evaluation of the Oregon Seminar, held at Tektronix, Inc., in Beaverton, Oregon, on December 3, 1969. Only 56 of 154 participants turned in a Participant Form; therefore, the results of this evaluation may not be valid if those 56 do not constitute a representative sample of all the participants who attended.

The first part of this subsection deals with the characteristics of the participants. The second part summarizes the instructional aspects of the seminar. The third part reports the reactions of the participants to the open-ended questions. An attempt is made in this section to summarize the strengths and weaknesses of the seminar, as viewed by the participants.

The instructional aspects of the seminar

The first 29 questions on the instrument entitled Evaluation of the Seminar for Preparing the Disadvantaged for Jobs deal, either directly or indirectly, with some aspect of the instructional program. This part of the report will attempt to summarize the major strengths and weaknesses of the seminar as viewed by the participants.

Perhaps the major weakness of the seminar was that too little time was allocated for informal conversation; 44 of the 56 participants agreed that there was too little time for informal conversation. Approximately one third of the participants felt that solutions to their problems were not considered and that they had not learned anything new. Approximately one fourth of the participants reported that the purposes of the seminar were not realistic, that they doubted if any significant action would come from the seminar, and that they questioned whether new programs would develop as a result of the seminar. Perhaps the criticisms mentioned above are not serious ones (except for the first one) since they were not endorsed by a majority of the participants. However, they are cited because they were assigned the most negative weight (relative to the other items).

The major strengths of the seminar, as viewed by the participants, were indicated by those statements which were rated in the most positive direction. The most positive reactions of the participants were that the purposes of the seminar should be continued (52 of 56), that the dialogue at this seminar should be continued (52 of 56), and that public schools and private industry should assume more responsibility for preparing the disadvantaged for employment (52 of 56). Other positive aspects of the seminar were that the material seemed valuable to them (42 of 56), that their time was well spent (45 of 56), that they really felt that they were a part of the group (47 of 56), and that we should have more seminars like this one (46 of 56). In addition, the participants felt that the speakers' knowledge of their subjects was good or

excellent (40 of 56). Forty-five of the 56 participants gave ratings of good or excellent to the way the purposes of the seminar were presented.

Participant reaction

About half of the participants indicated that, as a result of this seminar, they planned to modify their present or future programs for the disadvantaged (28 of 56), that they planned to initiate or help to initiate new programs for preparing the disadvantaged (24 of 56), and that they have decided to seek some continuing means of exchanging information with other participants of the seminar (30 of 56). Also, about half of the participants (27 of 56) felt that the seminar had positively affected their attitude toward the problems of training the disadvantaged for employment.

With respect to the materials which had been prepared specifically for the seminar, about half of the participants (27 of 56) reported that the materials they received prior to, or at the seminar, had positively affected their awareness of the need to provide job-oriented programs for the disadvantaged, and 39 of 56 felt that the seminar materials would have a positive impact on persons who were not already aware of needs and problems involved in training the disadvantaged. Interestingly enough, a majority of the participants (42 of 56) felt that they had an above average level of awareness of the needs and problems involved in training disadvantaged before they attended the seminar or read the seminar materials.

The participants were asked to indicate what purposes they thought were achieved during the seminar. The major theme which pervaded practically all of the responses to this question dealt with the dialogue between education, industry, service organizations, and other agencies. They felt that they had become more aware of the problems of the disadvantaged by bringing the different groups together.

Participants were asked to indicate how they planned to modify their present and future programs for the disadvantaged. Among the modifications included were programs to help the ex-convict, a more open hiring policy for all, assistance to students in preparing for job seeking, and modifications by top management of goals in hiring and terminating trainees.

Participants indicated that they planned to initiate some new programs for preparing the disadvantaged. The following were some of the ones suggested: on-campus visits by industry, more counseling assistance to the disadvantaged, using employed disadvantaged youth to assist in recruiting unemployed disadvantaged youth, and informing youth of industries' "profit" interest.

The participants reacted to the materials they received, saying basically that the materials were generally good and helpful, although many of the participants reported that they were already familiar with the information included and at least one person indicated that there were some discrepancies among the materials.

When the participants were asked how the seminar had affected their attitudes, they responded by saying that they were more aware of the problems of the disadvantaged and that the problems were more complex than they had realized. The participants tended to be more sympathetic toward the problems of employers in hiring the disadvantaged.

Participants were asked what type of information would be helpful to them in the future as they seek some continuing means of exchanging information with other participants and consultants. Generally speaking, the participants wanted information about what others are doing in regard to training, and information regarding how better cooperation between schools and industry can be initiated.

When asked about the major strengths of the seminar, responses made by participants were as follows: small group meetings that were too short and too limited, too many presentations and too little group discussion, and that this was just another meeting where people talk and no action follows. One participant indicated that the biggest disadvantage of the seminar was that "there were no disadvantaged panel members," a criticism which should be taken into account in future seminars of this sort.

The participants were asked to indicate what they thought were the main problems before them in conducting programs for the disadvantaged. A variety of problems was mentioned. A frequently mentioned problem was that of finances. However, some participants seemed to feel that a greater problem was the lack of commitment from top management to alleviate the problems in this area. They felt that the people who are in the position to make decisions must be willing to make a greater commitment to the training of the disadvantaged.

The general comments of the participants were to the effect that this seminar was a very good one, that it was well organized, and that it was a step in the right direction. However, future seminars, it was felt, should attempt to improve the effectiveness of the group sessions, concentrate on solutions for training the disadvantaged and allow for more discussion and less speech-giving.

Summary of the Evaluation

This project was initiated with the preparation of a report entitled, Interpretive Study of Cooperative Efforts of Private Industry and the Schools to Provide Job-Oriented Education Programs for the Disadvantaged. It was to have terminated with the conduct of 26 local seminars on training the disadvantaged for employment. Had the original trajectory been followed, there would have been an opportunity to determine the extent to which the total program generated increased interest and concrete provisions for training the disadvantaged for employment. On this score, the project fell short of the mark.

The University of Tennessee team set out to accomplish a difficult task. They undertook a program in which there were many intervening variables over

which the team had little control. They could have produced the materials, been satisfied with the results, and rested on their laurels. For this they would have won praise. They took the position, however, that progress is not made by playing it safe. They embarked upon a project that had high risk, and education needs the high risk-takers.

In conclusion, the evaluation team must state that the University of Tennessee team committed several errors, which when compounded, resulted in a product something less than that desired. First, they probably erred in their choice of location for the model seminar. Second, they erred in the method of selecting participants for the Training Workshop. Third, their attempt to elicit commitment for conducting local seminars was not adroit, although proper. In this, they erred in not taking into account the pressing duties of personnel in state divisions of vocational education. Although not an error of the University of Tennessee team, there was pressure to conclude the total program within an unreasonable time frame.

Despite these errors, the evaluation team rated the materials "excellent," the model local seminar "somewhat below average," the Training Workshop "above average," the technical assistance provided or made available to local directors "excellent," and the implementation of the total program in terms of conducting the local seminars somewhat less than satisfactory, indicating that the low rating on implementation is not accorded to the concept, but to the degree of cooperation received from the Training Workshop participants.

APPENDIX A

Materials Utilized at the Lexington Demonstration Seminar

_____

Location of Local Seminar

EVALUATION OF THE SEMINAR FOR PREPARING THE DISADVANTAGED FOR JOBS

Participant Form

We would like to make the Seminar for Preparing the Disadvantaged for Jobs as productive as possible. Would you assist us by filling out this brief questionnaire? The time you spend will help us learn where improvements can be made in future seminars. Thank you.

First we would like to get your overall reaction to the seminar. Please encircle the response that best expresses your opinion with regard to each item. Use this key:

SA (Strongly Agree), A (Agree), ? (Undecided), D (Disagree), SD (Strongly Disagree)

		1	2	3	4	5
1.	The purposes of this seminar are clear to me.	SA	A	?	D	SD
2.	The purposes of this seminar were not realistic.	SA	A	?	D	SD
3.	I have not learned anything new.	SA	A	?	D	SD
4.	The material presented seemed valuable to me.	SA	A	?	D	SD
5.	Possible solutions to my problems were not considered.	SA	A	?	D	SD
6.	The information was too elementary.	SA	A	?	D	SD
7.	I could have learned as much by reading a book.	SA	A	?	D	SD
8.	There was too little time for informal conversation.	SA	A	?	D	SD
9.	My time was well spent.	SA	A	?	D	SD
10.	Too much time was devoted to trivial matters.	SA	A	?	D	SD
11.	The schedule should have been more flexible.	SA	A	?	D	SD
12.	I really felt that I was part of the group.	SA	A	?	D	SD
13.	The seminar materials helped me to develop a sharper awareness of the problem of preparing the disadvantaged for employment.	SA	A	?	D	SD
14.	The public schools and private industry should assume more responsibility for preparing the disadvantaged for employment.	SA	A	?	D	SD

		1	2	3	4	5
15.	This seminar demonstrated clearly how groups can work together in providing more adequate education programs for the disadvantaged.	SA	A	?	D	SD
16.	The dialogue initiated at this seminar should be continued.	SA	A	?	D	SD
17.	I doubt if any significant action will come from this seminar.	SA	A	?	D	SD
18.	I intend to follow up with contacts made at this seminar.	SA	A	?	D	SD
19.	We should have more seminars like this one.	SA	A	?	D	SD

Please rate the following items using this key:

E (Excellent) G (Good) A (Average) F (Fair) P (Poor)

20.	The speakers' knowledge of their subjects.	E	G	A	F	P
21.	The way the purposes of the seminar were presented.	E	G	A	F	P
22.	The general manner in which the members of your group worked together.	E	G	A	F	P
23.	The group discussions.	E	G	A	F	P
24.	Opportunities to express ideas.	E	G	A	F	P
25.	The general manner in which the information presented was related to practice.	E	G	A	F	P
26.	The multi-colored pamphlet that summarized the study of the disadvantaged.	E	G	A	F	P
27.	The summaries of exemplary programs.	E	G	A	F	P
28.	The extent to which the stated purposes of the seminar were achieved.	E	G	A	F	P
29.	The possibilities of new programs developing as a result of this seminar.	E	G	A	F	P

30. What purposes were achieved during the seminar?

1. _____

2. _____

3. _____

31. As a result of your participation in this seminar, do you plan to modify your present or future programs for the disadvantaged?

(check one) (1) Yes _____ (2) No _____

32. If yes, briefly describe the modifications and the activities that will be affected.

1. _____

2. _____

3. _____

4. _____

33. As a result of your participation in this seminar, do you plan to initiate or help to initiate new programs for preparing the disadvantaged for employment? (check one)

(1) Yes_____ (2) No_____

34. If yes, briefly describe the plans for such programs.

1. _____

2. _____

3. _____

35. Before you attended this seminar or read the seminar materials, how would you have rated your level of awareness of the needs and problems involved in training the disadvantaged?

____Very Great
____Great
____Average
____Somewhat Below Average
____Low

36. The materials I received prior to (or at) the seminar positively affected my awareness of the need to provide job-oriented programs for the disadvantaged.

____Strongly Agree
____Agree
____Undecided
____Disagree
____Strongly Disagree

37. If applicable, indicate your reactions to the information presented in the materials.

1. _____

2. _____

3. _____

38. The seminar materials would have a positive impact on persons who were not already aware of needs and problems involved in training the disadvantaged.

____Strongly Agree
____Agree
____Undecided
____Disagree
____Strongly Disagree

39. This seminar has positively affected my attitude toward the problems of training the disadvantaged for employment.

____Strongly Agree
____Agree
____Undecided
____Disagree
____Strongly Disagree

40. If applicable, indicate how your attitude has been changed.

1. _____

2. _____

3. _____

41. As a result of your contacts with the participants and consultants at this seminar, have you decided to seek some continuing means of exchanging information with any of them? (check one)

(1) Yes _____ (2) No _____

42. If yes, what types of information can the consultant or participant contribute that would be helpful to your work?

1. _____

2. _____

3. _____

43. In your opinion, what were the major strengths of this seminar?

_____

_____

_____

_____

_____

44. In your opinion, what were the major weaknesses of this seminar?

_____

_____

_____

45. What are the main problems (impediments) that you (or your organization) face in conducting programs for the disadvantaged?

_____

_____

_____

_____

46. Other comments about the conference.

_____

_____

_____

_____

_____

47. Which of the following do your represent: (check one)

____(1) Education
____(2) Business
____(3) Public agency
____(4) Private agency
____(5) Other _____

48. What is your present position or occupation? _____

_____

49. Please indicate size of the organizational unit with which you are directly associated: (check one) (NOTE: Public School representatives should indicate the number of professional personnel in the school system.)

___(1) Under 10 employees
___(2) 10-19
___(3) 20-49
___(4) 50-99
___(5) 100-499
___(6) 500-999
___(7) 1000-4999
___(8) Over 5000

50. Do you live in: (check one)

__1__ Open country __2__ Hamlet (Under 500) __3__ Town (500-4,999)

__4__ Small city (5,000-14,999)

Medium City (15,000-99,999)

__5__ Downtown area __6__ Neighborhood area and surburban

Large City (100,000 or more pop.)

__7__ Downtown area __8__ Neighborhood area and surburban

51. What is your race or ethnic group? (check one)

____(1) White (Anglo) ____(3) American Indian
____(2) Black ____(4) Spanish American

(5) Other _____

52. Sex: (check one) (1) Male_____ (2) Female _____

53. Are you: (check one) (1) Married ___ (2) Single (never married)____
(3) Divorced or separated ____ (4) Widowed ____

54. How many children do you have? _____

55. How many of them are still living at home? _____

56. Your age (at last birthday) _____

57. Educational Attainment. Encircle the number of years of formal attainment.

High School College
5 6 7 8/ 9 10 11 12/ 13 14 15 16/ 17 18 19 20 21 22 23 24 25

SEMINAR ON VOCATIONAL TRAINING FOR DISADVANTAGED PERSONS
IN THE LEXINGTON AREA

STUDENT CENTER
UNIVERSITY OF KENTUCKY

AUGUST 5, 1969

Seminar Objectives:

1. Consider existing programs for providing vocational training for disadvantaged in the Lexington area provided by industry, schools, and/or community agencies.

2. Review selected programs in other cities which provide vocational training for disadvantaged through school-business-community agency cooperation.

3. Consider gaps, overlap, or duplication of programs in the Lexington area and suggest ways in which present programs may be made mutually supporting and, hence, more effective.

4. Suggest mechanisms through which local efforts can be coordinated to achieve greater effectiveness.

Program:

8:30 AM Registration

9:00 AM Welcome and Orientation:
Dr. Trudy Banta, Occupational Research and Development Coordinating Unit, University of Tennessee

9:10 AM Scope and Nature of the Problems of Disadvantaged Groups in the Lexington Area: Walter M. Brown, Lexington-Fayette County Urban League

9:40 AM Programs of the Central Kentucky Area Vocational School and Lafayette Extension Center: Donald Turpin, Central Kentucky Area Vocational School

10:00 AM Coffee Break

10:15 AM Programs Coordinated through the Lexington Office of State Employment Security: L. S. Foster, Office of State Employment Security

10:35 AM Programs in the Fayette County Schools: Ed Murphy, Fayette County Public Schools

10:55 AM	Programs Operated through Community Action Lexington-Fayette County: W. C. Wallace, CALF
11:15 AM	Report on Cooperative Program between Goldsmith's Department Store and Memphis City Schools: Mrs. Betty Chandler, Goldsmith's Department Store, Memphis
11:45 AM	Luncheon
1:00 PM	Report on Cooperative Program between Honeywell, Inc. and Minneapolis Schools: David Roffers, Bryant Jr. High School, Minneapolis, and Jim White, Honeywell, Inc.
1:30 PM	Report on Cooperative Program between General Electric and Cleveland Schools: Al Cunningham, Woodland Enterprises
2:00 PM	Small Group Meetings of Persons in Common Pursuits (Business, Schools, Community Agencies) to Discuss Problems Related to Vocational Training
2:45 PM	Coffee Break
3:00 PM	Small Group Meetings of Persons Representing Each of the Three Areas Represented to Discuss Problems Related to Vocational Training
3:45 PM	Reports of Small Group Discussions and Recommendations for Future Action
4:15 PM	Evaluation of Seminar: Dr. B. Eugene Griessman, Center for Occupational Education, North Carolina State University
4:30 PM	Adjournment

APPENDIX B

Listing of Lexington Workshop Participants

LEXINGTON WORKSHOP PARTICIPANTS

Mr. Steven Bishopp
Supervisor of Teacher Education
State Division of Vocational Education
Olympia, Washington

Mr. Robert G. Brooks
Curriculum Consultant
State Department of Education
Providence, Rhode Island

Mr. Saul Dulberg
Director of Programs for the
Disadvantaged
State Department of Education
Hartford, Connecticut

Mrs. Alma Evans[1]
Teacher Specialist
Division of Occupational, Vocational
and Technical Education
Pittsburgh, Pennsylvania

Mr. Raymond F. Faucette
Director of Programs for the
Disadvantaged and Handicapped
State Department of Education
Little Rock, Arkansas

Mr. Harvey C. Hirschi
Coordinator of Vocational-
Technical Education
State Department of Education
Salt Lake City, Utah

Mr. William Hohenhaus
Assistant Supervisor of
Agriculture Education
State Department of Education
St. Paul, Minnesota

Miss Regis A. Horace, Chairman
Business Department, Plymouth State
College
Plymouth, New Hampshire

Mr. B. Eugene Jackson[2]
Director of Atlanta Concentrated
Employment Program
Atlanta, Georgia

Mr. Paul Kay, Director[3]
Community College System
University of Hawaii
Honolulu, Hawaii

Dr. William T. Kelly
Director of Vocational Education
School District of Philadelphia
Philadelphia, Pennsylvania

Mr. Robert Kennon, Consultant
Persons with Special Needs
State Department of Education
Lansing, Michigan

Mr. Richard Macer
Division of Vocational Education
Columbus, Ohio

Mr. Earl Melgard, Consultant
Manpower Development
and Training Programs
Augusta, Maine

Mr. William Michel, Jr.
Supervisor of Distributive
Education
State Department of Education
Baltimore, Maryland

Mr. Stewart Miller
Supervisor of Special Needs
State Department of Education
Phoenix, Arizona

Mr. Robert L. Nichols, Consultant
Occupational Research
Texas Education Agency
Austin, Texas

Mr. Paul Nutter
Director of Vocational-Technical
Education
Barre Regional Vocational
Education Center
Barre, Vermont

Mr. Harold Sahakian
Supervisor, Field Services
Wisconsin Board of Vocational,
Technical and Adult Education
Madison, Wisconsin

Dr. Frank Sandage, Director
Operation Talent Search
Morehead, Kentucky

Miss Francies R. Thomas
Consultant in Special Needs
State Department of Education
Tallahassee, Florida

Mr. Ron Thurston
Assistant Director, Vocational Village
Portland, Oregon

Mr. Victor Van Hook
State Supervisor, Business and
Office Education
State Department of Vocational and
Technical Education
Stillwater, Oklahoma

Mr. James B. West
State Supervisor of Special Needs
State Department of Education
Santa Fe, New Mexico

Mr. David White
Division of Vocational Education
State Department of Education
Trenton, New Jersey

Mrs. Minnie Wynder
State Supervisor, Health
Occupations and Special Needs
State Department of Public
Instruction
Dover, Delaware

[1]Mrs. Evans was accompanied by a co-worker from the Pittsburgh Division of Occupational Education who was counted as one of the 27 Workshop participants but was not expected to conduct local follow-up activities independent of those planned by Mrs. Evans.

[2]Mr. Jackson assumed a position with a private firm soon after the Workshop, so the responsibility for follow-up was given to Mr. John Standridge, Executive Director of Vocational-Technical and Adult Education with the Atlanta school system.

[3]Mr. Kay left the University of Hawaii Community College System soon after the Workshop, so the responsibility for follow-up was given to Mr. David R. Lynn, Coordinator, Hawaii Vocational Education Research Coordinating Unit, Honolulu.

APPENDIX C

Training Workshop Evaluation Form

_____
Name

TRAINING WORKSHOP EVALUATION FORM

You have participated in a Training Workshop designed to train directors of local seminars in initiating new programs for the disadvantaged. Now we would like to have your honest evaluation of this workshop. Your comments will be useful in improving the program.

Be assured that your responses will be handled in strict confidence. Only the evaluation team will see the completed forms. A summary report will be prepared.

1. First of all give us your overall impression of the Training Workshop.

Excellent	Good	Average	Somewhat Below Average	Poor
___	___	___	___	___

2. What were the stronger points of the Training Workshop?

   1. _____
   2. _____
   3. _____
   4. _____

3. What were the weaker points of the Training Workshop?

   1. _____
   2. _____
   3. _____
   4. _____

Now, we would like your comments about specific parts of the Training Workshop.

4. How would you rate the model local seminar that was demonstrated at the Training Workshop?

Excellent	Good	Average	Somewhat Below Average	Poor
___	___	___	___	___

5. What seemed to be the stronger points about the model seminar?

   1. _____

   2. _____

   3. _____

6. What seemed to be the model seminar's weaker points?

   1. _____

   2. _____

   3. _____

7. How would you rate the effectiveness of the planning sessions that were conducted during the Training Workshop?

Excellent	Good	Average	Somewhat Below Average	Poor
—	—	—	—	—

8. List the stronger points of the planning sessions.

   1. _____

   2. _____

   3. _____

9. List the weaker points of the planning sessions.

   1. _____

   2. _____

   3. _____

10. Approximately how much of the final report (Interpretive Study of Cooperative Efforts . . . . .) have you read?

____Entire volume, carefully	____Entire volume scanned
____More than half, carefully	____Less than half, carefully
____More than half, scanned	____Less than half, scanned
____None	

11. What is your opinion of the final report?

Excellent	Good	Average	Somewhat Below Average	Poor
—	—	—	—	—

12. Would you be willing to purchase this report (cost $2.95) if it were not provided free?

_____Yes _____No

13. What are the stronger points of the final report?

1. _____

2. _____

3. _____

14. What are the weaker points of the final report?

1. _____

2. _____

3. _____

15. What rating would you give the Handbook for Conducting the Seminars?

Excellent	Good	Average	Somewhat Below Average	Poor
___	___	___	___	___

16. What is your opinion of the Final Report Summary?

Excellent	Good	Average	Somewhat Below Average	Poor
___	___	___	___	___

17. What is your opinion of the Exemplary Program Summaries?

Excellent	Good	Average	Somewhat Below Average	Poor
___	___	___	___	___

18. Comment on the Exemplary Program Summaries giving attention to their strengths and weaknesses.

1. _____

2. _____

19. Name of your organization _____

20. What is your present position _____

21. How long have you held this present position _____
(number of years)

22. Do you live in: (check one)

1 ___Open country
2 ___Hamlet (Under 500)
3 ___Town (500-4,999)
4 ___Small city (5,000-14,999)

Medium City (15,000-99,999)

5 ___Downtown area
6 ___Neighborhood
7 ___Suburbs

Large City (100,000 or more pop.)

8 ___Downtown area
9 ___Neighborhood area and suburban

23. What is your race or ethnic group? (check one)

___(1) White (Anglo)
___(2) Black
___(3) American Indian
___(4) Spanish American
___(5) Other _____

24. Sex: (check one) (1) Male_____ (2) Female_____

25. Your age (At last birthday) _____

26. Educational attainment. Encircle the number of years of formal attainment.

5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

20 21 22 23 25 25

27. Would you like to make any additional comments?

1. _____
2. _____
3. _____

We appreciate your assistance.

APPENDIX D

Training Workshop Participants' Follow-Up Questionnaire

Name_____

TRAINING WORKSHOP PARTICIPANTS' FOLLOW-UP QUESTIONNAIRE

This questionnaire is a follow-up of the Training Workshop which was held at the University of Kentucky, August 5-8 for the purpose of training directors for local seminars on preparing the disadvantaged for jobs. The Training Workshop and the suggested local seminars are part of a total program conducted at the University of Tennessee (1) to prepare materials which may be used in the development of job oriented educational programs for the disadvantaged that feature cooperation between private industry and the public schools, and (2) to develop a strategy through which the ideas contained in these materials may be widely disseminated and further implemented.

The purpose of this follow-up questionnaire is to obtain information which will enable us to assess the effectiveness of the University of Tennessee program. More specifically, we wish to obtain information regarding your reaction to the program, the problems you encountered, and the use that you have made of the materials prepared by the University of Tennessee team.

This is a relatively long questionnaire; however, the total program represents a sizeable investment, including your own time. Your candid reactions to the questions will be helpful in assessing the effectiveness of the program.

Be assured that your answers will be handled in strict confidence. Only the evaluation team will see the completed questionnaire. A summary report will be prepared.

Please return the completed questionnaire to:

Dr. John K. Coster, Director
Center for Occupational Education
1 Maiden Lane
Raleigh, North Carolina 27607

A. General Reactions

1. First of all, please give us your overall impression of the Interpretive Study Program conducted by the University of Tennessee team.

Excellent	Good	Average	Somewhat Below Average	Poor
—	—	—	—	—

2. What were the stronger parts of the program?

a. _____

b. _____

c. _____

d. _____

3. What were the weaker parts of the program?

a. _____

b. _____

c. _____

d. _____

4. To what extent has this program increased your awareness of the problems of developing programs to train the disadvantaged for employment? (check one)

Very Great Extent	Great	Moderate	Little Extent	No Extent
—	—	—	—	—

5. To what extent has participation in this program equipped you with knowledges and understandings that will enable you to develop more effective job-oriented programs for the disadvantaged? (check one)

Very Great Extent	Great	Moderate	Little Extent	No Extent
—	—	—	—	—

6. To what extent has your awareness of the potential for developing cooperative programs between private industry and public schools been enhanced by participation in this program?

Very Great Extent	Great	Moderate	Little Extent	No Extent
—	—	—	—	—

7. To what extent has your awareness of the potential for developing joint programs between public schools and other community agencies been enhanced by participation in this program?

Very Great Extent	Great	Moderate	Little Extent	No Extent
—	—	—	—	—

B. Now we would like to obtain your reactions to the materials prepared by the University of Tennessee team and to find out how these materials have been used by you and in your state.

Interpretive Study on Preparing the Disadvantaged for Jobs

8. What is your opinion of this report?

Excellent	Good	Average	Somewhat Below Average	Poor
—	—	—	—	—

9. How many copies of this report have you distributed in your state? _____

10. Have you used this report in your work since the Training Workshop in August?

_____(a) Yes _____(b) No

11. If "yes," how have you used this report?

a. _____

b. _____

c. _____

d. _____

12. How have other persons in your state used this report?

a. _____

b. _____

c. _____

d. _____

Seminar on Preparing the Disadvantaged for Jobs: A Handbook

13. What is your opinion of this handbook?

Excellent	Good	Average	Somewhat Below Average	Poor
___	___	___	___	___

14. How many copies of this handbook have you distributed in your state? _____

15. Have you used this handbook in your work since the Training Workshop in August?

_____(a) Yes _____(b) No

16. If "yes" how have you used the handbook?

a. _____

b. _____

c. _____

d. _____

17. How have other persons in your state used this handbook?

a. _____

b. _____

c. _____

d. _____

Industry and Schools Cooperate in 15 Different Ways

18. What is your opinion of this booklet?

Excellent	Good	Average	Somewhat Below Average	Poor
___	___	___	___	___

19. How many copies of this booklet have you distributed in your state? _____

20. Have you used this booklet in your work since the Training Workshop in August?

_____(a) Yes _____(b) No

21. If "yes," how have you used this booklet?

a. _____

b. _____

c. _____

d. _____

22. How have other persons in your state used this booklet?

a. _____

b. _____

c. _____

d. _____

The Disadvantaged and Jobs

23. What is your opinion of this pamphlet?

Excellent	Good	Average	Somewhat Below Average	Poor
___	___	___	___	___

24. How many copies of this pamphlet have you distributed in your state? _____

25. Have you used this pamphlet in your work since the Training Workshop in August?

_____(a) Yes _____(b) No

26. If "yes," how have you used this pamphlet?

a. _____

b. _____

c. _____

d. _____

27. How have other persons in your state used this pamphlet?

a. _____

b. _____

c. _____

d. _____

The publication entitled Interpretive Study on Preparing the Disadvantaged for Jobs was repackaged in four sections. Please answer these questions about each section.

Disadvantagement

28. How many copies of this report have you distributed in your state? _____

29. How has this report been used in your state?

a. _____

b. _____

c. _____

d. _____

Specific Disadvantaged Groups

30. How many copies of this report have you distributed in your state? _____

31. How has this report been used in your state?

a. _____ _____

b. _____

c. _____

d. _____

Job Training for the Disadvantaged

32. How many copies of this report have you distributed in your state? _____

33. How has this publication been used in your state?

a. _____

b. _____

c. _____

d. _____

A Survey: Cooperative Job-Oriented Programs

34. What is your opinion of this report?

Excellent	Good	Average	Somewhat Below Average	Poor
—	—	—	—	—

35. How many copies of this report have you distributed in your state? _____

36. Have you used this report in your work since the Training Workshop in August?

_____(a) Yes _____(b) No

37. If "yes," how have you used the report?

a. _____

b. _____

c. _____

d. _____

38. How have other persons in your state used this report?

a. _____

b. _____

c. _____

d. _____

C. Now, we would like to get your answers to some general questions about your activities since the Training Workshop.

39. Have you been given increased responsibility for developing programs for the training of the disadvantaged since the Training Workshop?

_____(a) Yes _____(b) No

40. If "yes," what is the nature of the assignment?

a. _____

b. _____

c. _____

d. _____

41. If "yes," describe the groups with whom you have been working.

a. _____

b. _____

c. _____

d. _____

D. The last set of questions deals with your efforts to conduct a local seminar on preparing the disadvantaged for jobs.

42. Did you request assistance from the University of Tennessee team in planning and conducting a local seminar?

_____(a) Yes _____(b) No

43. If "yes," how would you evaluate the consultation and assistance provided to you?

Excellent	Good	Average	Somewhat Below Average	Poor
___	___	___	___	___

44. If "yes," comment on the assistance given to you by the team.

a. _____

b. _____

c. _____

d. _____

45. Did you conduct a local seminar?

_____(a) Yes _____(b) No

If "yes," skip to item #51.

46. If "no," how far did you proceed in planning and conducting a local seminar? (check as many as apply)

_____a. Discussed seminar with immediate supervisor.

_____b. Organized advisory committee.

_____c. Organized a planning committee.

_____d. Other _____

47. If "no," what factors and conditions prevented you from planning and conducting a local seminar?

a. _____

b. _____

c. _____

d. _____

48. If "no," do you plan to organize and conduct a local seminar in the future?

_____(a) Yes _____(b) No

49. If "no," what alternate activities do you believe would be more effective in stimulating increased joint effort between industry and the public schools to provide training for the disadvantaged?

a. _____

b. _____

c. _____

d. _____

50. Which of the activities listed in item #49 have you undertaken since the Training Workshop?

a. _____

b. _____

c. _____

d. _____

If your answer to item #45 was "yes," please answer these questions:

51. How would you evaluate the performance of the Planning Committee for your seminar?

Excellent	Good	Average	Somewhat Below Average	Poor
—	—	—	—	—

52. Comment on any problems encountered in organizing and appointing the Planning Committee.

a. _____

b. _____

c. _____

d. _____

53. How would you evaluate the response to participation in the seminar from business?

Excellent	Good	Average	Somewhat Below Average	Poor
—	—	—	—	—

54. How would you evaluate the response to participation in the seminar from public school officials?

Excellent	Good	Average	Somewhat Below Average	Poor
—	—	—	—	—

55. How would you evaluate the response to participation in the seminar from community agencies?

Excellent	Good	Average	Somewhat Below Average	Poor
—	—	—	—	—

56. Comment on any problems encountered in obtaining participation and commitment.

a. _____

b. _____

c. _____

d. _____

57. How would you evaluate your success in obtaining participation and commitment from top-level personnel?

Excellent	Good	Average	Somewhat Below Average	Poor
—	—	—	—	—

58. Comment on any problems encountered in obtaining participation and commitment from top-level personnel.

a. _____

b. _____

c. _____

d. _____

59. How many invitations to participate in the local seminar were mailed? _____

60. How many persons registered for the local seminar? _____

61. What was your overall reaction to the seminar?

Excellent	Good	Average	Somewhat Below Average	Poor
—	—	—	—	—

62. What changes would you make in conducting the seminar if you were to direct another seminar?

a. _____

b. _____

c. _____

d. _____

63. What is your opinion of the commitment to action that was generated during the seminar?

Excellent	Good	Average	Somewhat Below Average	Poor
___	___	___	____	___

64. Cite examples of action generated, programs modified, new programs developed as a result of the seminar.

a. _____

b. _____

c. _____

d. _____

65. What committees have been formed to attack the problem of preparing the disadvantaged for jobs since the seminar was held?

a. _____

b. _____

c. _____

d. _____

66. What has been the reaction of your immediate supervisor or administrator to the seminar and the program in which you have participated?

Excellent	Good	Average	Somewhat Below Average	Poor
___	___	___	___	___

67. Comment on the reaction of your supervisor or administrator.

a. _____

b. _____

c. _____

d. _____

68. Other Comments.

a. _____

b. _____

c. _____

d. _____

ERIC REPORT RESUME

Title: Continuation of Interpretive Study of Cooperative Efforts of Private Industry And The Schools To Provide Job-Oriented Education Programs For The Disadvantaged

Authors: Banta, Trudy W. and Towne, Douglas C.

Institution: University of Tennessee, Knoxville, Tennessee, College of Education, Occupational Research and Development Coordinating Unit

Abstract

This continuation phase of the interpretive study attempted to promote the dissemination and utilization of materials and methods which were developed in the initial phase. The purpose was to encourage the initiation and improvement of job-oriented education programs for the disadvantaged through the cooperative efforts of all segments of the community.

Information prepared in the initial phase was repackaged and directed specifically to the businessmen, educators, and community agency representatives who would form the audience for a community-wide seminar on job training and education for the disadvantaged. A model plan for organizing and conducting such a seminar also was developed.

State directors of vocational-technical education in the 50 states were asked to indicate their interest in sponsoring one or more community-wide seminars by sending a representative to a Workshop designed to train personnel to use the newly-developed materials and plans in organizing their own local seminars. Representatives of 25 states attended this Workshop in Lexington, Kentucky, August 5-7, 1969. Thereafter, project staff provided materials and planning assistance for Workshop participants sponsoring seminars in their home states.

Despite an agreement with state vocational education directors that sponsorship of one or more seminars was a condition of participation in the Training Workshop, seminars were actually held in only three states. Many participants who did not conduct seminars cited various obstacles which made it impossible for them to fulfill their commitments. However, those who participated in the seminars which were held expressed their belief that the seminar was an initial step toward achievement of an important community objective: more cooperation between industry and the schools in preparing the disadvantaged for employment.